DOCUMENT RESUME

ED 182 293 SP 015 554

TITLE	Administrative Report. Project on the Utilization of Inservice Education R&D Outcomes.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jun 79
CONTRACT	400-76-0091
NOTE	199p.
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Educational Research; *Information Dissemination; *Inservice Teacher Education; Instructional Materials; *Program Development; *Program Planning; *Research Needs; *Research Utilization; Teacher Attitudes; Validated Programs

ABSTRACT

Summary information is provided about the school sites that participated in the National Education Association's three-year inservice education project. The process by which over 600 inservice education materials were identified and screened for inclusion in the project's resource base is described, and the development of a dissemination system to provide schools with information about available inservice products is outlined. Key project learnings about the role of the teacher in inservice education and the function of an inservice program planning committee are discussed. Appendices include details about the chronology of project events, the location of project sites, and the types of R&D products offered to various schools. Also included are five areas of independent study examined by the project. Topics for this section include teacher reaction to research-based training materials, research-based products selected or rejected by project participants, requests made by teachers for research-based products, the organization and operation of an inservice education system, and the continuing search for R&D-based inservice education materials. (Authors/LH)

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ADMINISTRATIVE REPORT

Project on Utilization of Inservice Education R&D Outcomes
Contract No. 400-76-0091
of the
National Institute of Education
to the
National Education Association

Note: The Administrative Report, and the special studies bound with it, represent Part II of the project's Final Report. Part I, the practical application of the study, is bound separately under the title New Resources for Teacher Centered Inservice Education.

JUNE 1979

SP015554

ADMINISTRATIVE REPORT

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INTRODUCTION

Much of the material for this report has been drawn from data reported in the case studies; conversations with staff members; a review of the monthly reports submitted to NIE, and a review of various staff papers, memoranda, and other documents prepared by project staff. It is, therefore, a staff report and grateful acknowledgment is expressed to all the many individuals who have had a hand in supplying the data from which the report is drawn.

- Robert A. Luke
18 June 1979

SUMMARY INFORMATION

Official Name: Project on Utilization of Inservice Education R&D Outcomes

Address:
National Education Association
1201 Sixteenth Street, N.W., Room 305
Washington, D.C. 20036

Funding Agency: National Institute of Education
Contract No. 400-76-0091

Purposes: An action/research study to

1. establish a communication system whereby teachers can find out about research-based inservice education materials;
2. install a problem-solving process for selecting and using these materials;
3. collect data on each of the above.

Data Sources

Data were extracted from detailed case studies of nine local sites and six linkage studies. Documentation logs from 56 sites provided information on processes used in needs assessment, product selection, product utilization, and program installation. Further data were obtained through telephone interviews of a selected participant sample and from site visits in a sampling of project states.

Pilot Sites

Project hypotheses and processes were tested in fifty-seven local sites. Local activities were sponsored in the following states through the state teachers associations and state departments of education:

Alabama
California
Iowa
Massachusetts
Michigan
Minnesota
Ohio
Pennsylvania
Tennessee
Washington
Wisconsin
Wyoming

Duration: June 15, 1976 through June 30, 1979

Prime Contractor for Research: Abt Associates, Inc., Cambridge, Massachusetts

Project Headquarters Staff:
Robert A. Luke, Director
Anna L. Hyer, Director of Research
Marija Futchs Fine, Information Specialist
Ella Holly, Information Specialist
Joanne Jimason, Research Assistant
Lucinda Kaiser, Administrative Assistant

Scope

NEA's Inservice Education Project was designed to study teacher use of inservice education program materials--particularly those which have been validated by educational research and development. Two major thrusts characterized the project's work--research conducted in 56 pilot sites and direct information service on product availability to any teacher in the United States.

To provide a base for these two thrusts, the project screened over 600 R&D-based inservice education "products": films, programmed texts, taped lectures, multi-media kits, workshop outlines, and other resources developed to support teacher inservice education. Descriptions of these products were written by teachers and comprise the project's information bank.

Local sites formed joint inservice education committees, made up of teachers and administrators, to oversee the program. Each committee conducted an assessment of the inservice needs of the district's teachers. Based on that assessment, a problem statement was composed delineating specific topics on which the inservice program could focus. The needs assessment served in identifying a client group for whom the program would be designed. These procedures were used in the 56 test sites and in several other school districts.

Problem statement in hand, a committee representative then contacted the project's toll-free inservice education information "hotline" to tap the bank of product descriptions.

Response to inquiries was made by two information specialists--both former teachers and capable of relating to a classroom orientation. From the problem statement the information specialists determined which inservice products appeared to best match the purposes and needs of teachers at the site. This was followed, at the site, by product selection, program planning, conducting an inservice program using R&D-based products, and product appraisal by participants.

Some Findings

From the data collected in the 56 test sites, the following observations can be made about teacher-centered inservice education programs in which particular reference is made to the use of validated training materials used within a problem-solving context.

1. The process of state teacher association/state department of education cooperation in the furtherance of professional development programs works in the interests of teachers. At the local level, joint planning by teachers association representatives and school district personnel is an effective means of securing administrative support for teacher-planned, teacher-centered inservice education programs and in increasing the effectiveness of such programs, thereby overcoming negative teacher attitudes toward inservice.

2. There is a need for increased technical assistance to be made available to teachers in planning and carrying out inservice education programs. The technical assistance most required is:

a. designing the kinds of learning experiences teachers say are effective methods for advancing their own skill development;

b. adapting training materials and building upon them to meet specific faculty and building-level needs;

c. clarification of the respective roles of teachers and administrators in joint planning.

3. Teachers have noted that there are some problems with existing inservice education materials. For example, many products are geared more for preservice teacher training than for the needs of experienced teachers. Of 600 programs identified and described, only one-third were complete training packages; the others required supplemental activities and/or consultants. Teachers also indicate that products are sometimes difficult to obtain. Delays have been experienced, particularly when products are ordered from non-commercial distributors.

   However, in the 56 local programs studied, only three found no products that would meet teacher needs in the areas covered by the study. Also, many products used by inservice programs were less expensive than was expected; many could be secured on a loan basis from various educational service agencies. Thus, finding suitable products, while sometimes time-consuming, was not impossible.

   Approximately 170 full training packages have been entered in ERIC. The list of these will be made available through NEA Publications.

4. The problem-solving process learned by administrative/teacher teams as part of the project was viewed as more important to successful inservice programs than the products or materials. The quotation of one teacher is typical of many others: "Teachers in our district have become increasingly aware through this inservice program of the power they wield to tailor the kind of program they want for inservice."

5. It is important that classroom-centered inservice education relate to real problems encountered in the classroom. By and large, many of the R&D products selected by participating teachers were designed to, and in fact did, facilitate inservice education programs which used the teacher's own classroom as a learning laboratory.

6. The needs for inservice education most generally expressed by teachers participating in the project are for here and now, "hands on" training. The needs they state are of a practical nature. Practical answers are expected. Summer school or other opportunities for advanced training are generally seen as the best opportunity for theoretical or academic learning.

7. Although "basic skills" and career education were a major thrust of NIE's Request for Proposal, the current push for the "back to basics" did not influence teachers' choices of topics for their inservice education. The four leading concerns of project teachers in the 56 sites who actually used *and appraised* products were--in order of use--motivation, classroom management (discipline), individualized instruction, and teaching strategies. Reading ranked fifth, followed by mathematics, special education, science, English language arts, multicultural education, and social studies. An underlying theme of many teacher needs is finding ways of coping with the many different forms of job-induced stress.

8. The project has demonstrated that creative planning takes time. Joint committees must be constantly encouraged to spend the time required for careful planning before plunging into program implementation. Planning time must be made available during school hours, not tacked onto the end of a busy day.

9. The concept of self-improvement on one's own time is still acceptable to most teachers. Although project funds were available to provide substitute pay in the 56 sites, special encouragement was required to generate interest in use of these funds. Some teachers prefer to engage in inservice education on their own time. These teachers reported that classroom preparation for a substitute is time-consuming and that the presence of a substitute teacher in the classroom interrupts the flow of instruction.

   No teacher, however, objected to the application of substitute funds in payment for Saturday, summer time, or other extended service in inservice participation.

10. Teacher participation in inservice education was enhanced when incentives existed: special recognition of teachers who acquired new skills (for example, through asking them to offer workshops for peers), salary increments, license renewal, and assurance of reporting on professional development activities to the school board and community.

11. In telephone interviews to a random sample of 24 sites, 14 reported specific plans to continue all or part of the inservice program initiated as a result of project activities.

12. State and local education associations must make as a prime target of their inservice education concerns efforts to ensure that more time is provided for planning and implementation. Furthermore, state and local education associations must vigorously insist that inservice education focus on solving problems faced by teachers. Not until inservice education becomes an integral part of a teacher's job assignment can it fulfill its function.

I. PROJECT OVERVIEW

On February 9, 1976, the National Education Association submitted to the National Institute of Education a response to NIE's Request for Proposal No. 76-0006.

On April 7, the NEA was notified that it would be awarded a contract to work on the following problem area: adoption and installation of R&D inservice education outcomes to increase teaching effectiveness in science, mathematics, reasoning, reading, language arts, and problem solving.

The proposal had been written by Robert M. McClure, program manager in the NEA's Instruction and Professional Development (IPD) unit, while on sabbatical leave from the NEA. Robert A. Luke, a staff member of IPD, was designated as project director. Anna L. Hyer, a former member of the IPD staff, was the project's research director. Bernard Bartholomew, of the NEA's Research Division, was designated as the project's research consultant.

During April and May 1976, contract negotiations were conducted between staff members of NIE and, on behalf of NEA, the proposal writer and the director of the NEA's IPD unit.

Although the contract was not formally signed on behalf of the NEA until June 19, the effective date of the contract was June 15, 1976. However, to all intents and purposes, project operations began with the full-time assignment by NEA of the project director to the project as an NEA staff member. As part of the sponsor's contribution, the project director remained on the NEA payroll until September 1, 1976. During the summer, the travel expenses of the research director and the research consultant were assumed by the NEA in fulfillment of its sponsor's obligation.

A staff of six was employed. In addition to the director and research director, the staff consisted of two information specialists, an administrative assistant, and a research assistant. Part-time clerical assistances was employed as required. Headquarters for the project were in the NEA Building. A complete chronology of project operations is included as an appendix to this report.

A Three-Part Program

The NEA's project had three major elements. An "action" demonstration program; an information component; and a research phase.

In the demonstration part of the program, teachers in 56 school systems--selected jointly by their respective state teachers associations and state departments of education--were involved in identifying learning areas in which the teachers themselves said they needed additional, or new, knowledge. Once a needs assessment was completed, the next step was for the teachers to select the research-based materials they thought would best meet those needs. Finally, they had the task of building these research "products" (films, cassettes, study guides, recorded lectures, and the like) into a systematic inservice education activity. At the conclusion of the program the teachers were called upon to evaluate the products and materials they used so that other teachers could have the benefit of their appraisal.

In each of the pilot sites a central policy committee was installed which was required to have effective teacher representation and remain in direct contact with the governance of the local association. Members of the supervisory and administrative staff sitting on the committee represented the organizational, fiscal, and technical structure required to support the continuing inservice education of teachers.

During the 1976-77 school year, the action phase of the program was installed in six states: Alabama, Massachusetts, Michigan, Ohio, Pennsylvania, and Wisconsin. For 1977-78, the program operated in Minnesota, Washington, Whoming, California, Iowa,and Tennessee. In 1978-79 the program continued in Iowa, Washington, California, and Wyoming.

Criteria for the selection of states were established in 1975 at the time the project proposal was developed. The major criteria were:

1. Existing local-state-national linkages which would support the collaborative effort required by the project.
2. Evidence that the state association and the state department of education had demonstrated interest in serving teacher-based needs identification.
3. Geographic distribution.

Initially 16 states were selected but, in final contract negotiations, budgetary limitations forced a reduction to 12 states.

The second aspect of the program was a person-to-person system for disseminating information. Designed to supplement the usual "paper and pencil" system, a toll-free "800" telephone line was installed at NEA for teachers to use in requesting information about inservice education programs in the areas in which the project had information. Initially these areas were limited to student motivation, English language arts, science, reading, mathematics, individualized instruction, social studies, career education, teaching strategies, classroom management. The choice of these areas was determined in large part by data drawn from IPD's study of inservice education, which was completed in the summer of 1975. Eventually, and as a result of response to the requests received over the toll-free telephone line, assessing student growth, early childhood education, bilingual education, multicultural education and special education were added as categories.

Following receipt of a toll-free call by the project staff, a number of seven or eight-page descriptions of research-based inservice education programs that appeared to match the needs expressed by the caller were mailed. Except in rare instances, descriptions were mailed the same day the request was received. These "product descriptions" were written in non-technical language and highlighted the information teachers themselves said they wanted to have at hand when making decisions about which of the inservice education programs, developed as a result of recent educational research, they wished to use. By the close of the project, 615 descriptions made up this knowledge base. Sixty-one were written as part of the pilot project. The remaining were produced either under contract by the Far West Laboratory for Educational Research and Development or, upon termination of that contract, by individuals contracted directly by the project. The NEA's contract with NIE called for completion of 500 product descriptions.

The third aspect of the program was the research component. Studies were made of all aspects of the demonstration program as carried out in the local sites and of the information-giving activities conducted within project headquarters. A primary data source were the nine detailed case studies of local sites and six special studies of their external support systems. Documentation logs were regularly received from the 56 sites and, in the final year of the project, telephone interviews were conducted with a selected participant sample.

II. DEVELOPMENT OF A KNOWLEDGE BASE

The competency-based teacher training movement of the early seventies encouraged the production of training materials designed to help colleges and universities turn out teachers with, hopefully, predictable and measurable teaching skills. A great deal of experimentation with, and testing of, training materials designed to give assurance that the job could be done began to undergo development. At the same time, the search was on for other training materials that lent themselves to fulfilling the objectives of the competency movement.

From these efforts catalogs, most with brief annotations, began to appear. Among the most complete were those developed at the Universities of Maryland and Florida, and the Division of Teacher Education & Certification of the New York State Education Department.

The first systematic endeavor to bring together into a single format an extensively cross-referenced listing of all identified, validated training designs and related support materials was undertaken by Professor Nate Gage at Stanford University in 1975. Information on products was made computer-retrievable under many different descriptors. The printout by subject category of the items included in the list served as one of the starting points in the project's search for the "R&D knowledge base" of inservice education materials. The so-called "Stanford list" did not provide annotations, and for this reason, the separate catalogs issued by the various universities became increasingly useful in the early stages of project work.

The project proposed, however, to go considerably beyond either a simple listing of, or making a brief notation of, validated inservice education products.

Since a basic tenet of the project was that teachers must--and should and could--assume responsibility for making decisions about their own professional development--the thrust of the project was to fully describe products in such a way that teachers could decide which ones would best meet their needs. The result was the seven, sometimes eight-page, description which has become one of the project's trademarks.

The project proposal called for 500 products to be described. The task of writing the descriptions was subcontracted to the Far West Laboratory for Educational Research and Development (FWL) in San Francisco. As originally conceived, FWL was an ideal choice. It had been home base for the pilot project where many of the project's initial assumptions were originally tested. It had a staff member, trained by the director of the pilot project and writer of the NEA's proposal, who had experience in product description. Ordering the products that would be described was, however, a responsibility of project headquarters in Washington, D.C.--3,000 miles to the east. The logistical problems of ordering in one place, describing in another, and ultimately housing and using the products at project headquarters, while manageable, proved not to be cost-effective. In addition, the principal staff person at FWL responsible for supervising the subcontract retired. But, while these administrative difficulties were not impossible of solution, the most disastrous effect was the excruciatingly painful delay in building up the information bank that had to be in place to operate the dissemination system.

The net effect of all this was that, by mutual agreement, the subcontract was terminated in 1977 and the headquarters staff took over the task of product description. This involved immediately recruiting and training a crew of 15 describers and accelerating the volume of products ordered.

The project contracted to describe 500 products. To meet this quota, almost twice that number had to be identified, ordered or rented, and screened. As time went on, the ordering process became increasingly difficult. While the well of available products gave no indication of running dry, an ever-widening range of more elusive resources had to be consulted for leads--including personal contact with knowledgeable individuals within the professional organizations.

An important part of the ordering/describing task was an accounting one. Continuous logging was required to keep accurate records of what products were ordered, delivered, paid for, assigned to a describer, and described; what payment made to which describer, toll calls made by the describers, which descriptions and been edited, sent to the printer, returned from the printer, and shelved.

Creation of a Dissemination System

The heart of the dissemination system was the installation of a toll-free telephone information service available to all teachers in all states except Hawaii and Alaska. The service began operation to teachers in 30 project sites on January 1, 1977. On September 15, 1977, service was extended to 60 additional projects (the total served eventually dropped to 56) and on January 1, 1978, to all teachers. Announcement of its general availability was made largely through NEA publications.

The toll-free service, manned by two information specialists, provided access to product descriptions in 15 different subject categories and over 120 subtopics. Categories included reading, mathematics, science, English language arts, social studies, motivation, individualized instruction, teaching strategies, career education, classroom management, early childhood education, special education, bilingual education, multicultural education, and assessing student growth.

Answering calls on the 800 line was but one of six major responsibilities of the information specialists. The other five were:

1. Screen and order products selected for description.
2. Administer and supervise the procedures installed by the project for the review and description of R&D inservice products.
3. Maintain product information files--including cross referencing.
4. Maintain procedure for logging calls and report relevant data to NIE and/or the research director.
5. Organize and make available as use warrants all R&D products acquired and housed by the project, as well as maintain ready access to the accumulating product descriptions.

In addition, the members of the information staff were to participate in all training programs for the state facilitators, to make presentations at various IPD meetings, do a reasonable amount of their own clerical work, summarize the user appraisal statements and prepare copy for page eight of the product descriptions.

The three critical tasks required to support the information giving task were ordering products, managing the product description process, and setting up an information retrieval system. These were highly interdependent functions and experience demonstrated that none could be programmatically separated from information dissemination. Implicit with the dissemination function was the need to maintain a growing cross-reference system.

Use of the toll-free information service was limited to providing information describing inservice education products; i.e., training programs for purchase or rental made up of films, texts, filmstrips, cassette tapes, etc. The service was further limited to providing descriptions of products developed as a result of responsible educational research.

Within each of the above categories a cross reference index was developed. This made it possible, for example, to easily access a product on individualizing instruction (a teaching skill) in reading (a curriculum topic). If the problem area was reading, but the specific interest was comprehension, or decoding, or gifted readers, descriptions of products within one or more of these sub-areas was then also retrievable.

Before a call was processed, users were advised that the following conditions had to be met:

1. A general needs assessment completed by the teachers participating in the program.
2. A problem area identified.

A number of refinements in the operation of the toll-free service were required before it ran as smoothly as efficient operation required. The project received calls not only from those who wished to receive inservice education information, but from people who were under the impression that the toll-free number provided access to the entire NEA. The toll-free number had been confused with the toll-free number of NEA's travel service and countless calls were received from people wishing to receive NEA tour information. Initially a number of calls were received from NEA members who wanted to speak to the executive office; or who had requests for information on legal services, instructional materials, NEA's political activities, insurance programs, membership questions, and general complaints.

Eventually a counter information campaign on what the toll-free service was not, the use of recorded messages, and some inservice education of the telephone company's 800 directory assistance operators alleviated most of the problems.

Original estimates that answering the telephone would take the nearly full time efforts of two information specialists proved incorrect. While the number of calls varied from time to time, depending to some extent on the time of the school year, at no time did answering requests take more than the equivalent of one fourth the time of either of the information specialists. During peak periods approximately 90 calls per month that met project criteria and could be responded to were received.

During the summer months the number of such calls received dropped to around 20.

While in one respect this number is small, the project staff, because of limitations placed upon the use of the service, in retrospect considered it a cost effective service. Because of the insistence of the information specialists that each caller give assurance that the request was based on a teacher needs assessment only a portion of those received could receive assistance. Further, in many instances, one call was sufficient to provide enough information for a year-long program.

III. ORGANIZATION OF THE PROJECT AT STATE AND LOCAL SITE LEVELS

During the writing of the project proposal 15 states were tentatively selected for participation. The final selection was based on three criteria:

1. The existence of strong local, state, and national association linkages that would support the collaborative effort required.
2. Evidence of interest in participation on the part of both the state association and the state department of education.
3. Geographic dispersion of the states across the nation.

Each participating state was to have two state facilitators, one from the state teachers association and one from the state department of education. The facilitators had the responsibility for project management in the state in addition to facilitating on-site procedures and activities. They also provided a link between the project and the support services of the state department and the state association in relation to their role in teacher inservice education and professional development. The two facilitators worked as a team in promoting project on-site activities. Each was expected to provide a minimum of seven days per site in training, organizing, and supporting local efforts. The sponsoring agencies were reimbursed at the rate of $1,000 per site. In reality, all of the state facilitators spent considerably more than their allotted seven days per site.

In three states, as a result of agreements reached between the two state sponsors and the project director, one facilitator represented both the state teachers association and the state department of education. These states were Minnesota, Tennessee, and California.

In the spring of 1976, the NEA's director of Instruction and Professional Development sent mailgrams to the state superintendents of education and the executive secretaries of the state education associations outlining the project and asking for an indication of interest from both agencies. If both agencies were in agreement, a written agreement was prepared which outlined joint responsibilities and fiscal arrangements. Six of the states started project activities in the fall of 1976 and are referred to as Phase I states. These continued operations for two years. The other six started in the fall of 1977 and are referred to as Phase II states. Four states carried over operations in 1978-79 and are referred to as Phase III states.

Participating states were to be given the power to select local sites within the state, determine the use of funds to pay for staff released time, determine the shared and individual responsibilities of the state facilitators, and training procedures for local site participants. No provision was made for hiring new personnel nor for creating any new agency at the state level. Financial support at the state and local levels was such that existing expertise could be made available to the project, but the creation of new staff positions or service roles was not possible.

The number of local sites in each state was arrived at by combining an original estimate of an equitable number of local sites based on the relative population of the 12 project states and individual negotiations.

Although 60 sites were authorized in the proposal, the number of local sites that eventually became operational in each of the states was 56. The number of local sites in each state follows in Figure 1.

A written agreement between the two state organizations and the local teachers association and the local school district, summarizing respective

Figure 1. Number of pilot sites in each project state.

State	Phase I 1976-77	Phase II 1977-78	Phase III 1977-79
Alabama	4		
California		5	3
Iowa		6	3
Massachusetts	5		
Michigan	6		
Minnesota		4	
Ohio	6		
Pennsylvania	6		
Tennessee		3	
Washington		5	3
Wisconsin	4		
Wyoming		2	1
TOTALS	31	25	10*

*also included in Phase II

responsibilites, was required. The agreement provided that the state sponsors were to provide or arrange for:

1. Training of local participants on problem-identification and institutionalization of inservice materials. (The project made available an amount totaling $550 per site for this purpose.)
2. To reimburse the school district up to a maximum of $700 per year for substitute pay for the released time of teacher leaders working on the project.
3. To provide consultative assistance to the local site in fulfilling objectives of the project.

In six of the states the state sponsors voluntarily agreed to make available to the local sites amounts averaging $500 per year to help defray the costs associated with the purchase of R&D inservice materials.

Local sites, with the approval of the state facilitators, and through the inservice advisory committee, were to have the authority to decide on the composition of the teacher client group.

At the local level in each state was a "principal contact," responsible for overall project coordination, and a "documentarian," responsible for observing and recording the activities of the operations of the joint planning committee and the training group.

In each site the inservice education joint planning committee was made up of teachers selected by the local teachers association and administrators appointed by the local administration. This committee was responsible for organizing the needs assessment, identifying problem areas, selecting teacher participants, and facilitating the project activities.

The original proposal funded by NIE was to cover the time period July 1, 1976 through December 15, 1978. While Phase I states had two full school years in which to complete operations, the states involved in Phase II had only one academic year in which to complete the process. Accordingly, NIE decided to allow all RDU projects to submit proposals for an additional project period of six months, January 1979 through June 1979. The NEA request for an extension by six and a half months was approved by NIE and enabled four states to continue ten local sites into a cycle referred to as "Phase III."

Phase III was referred to as the "intensive" phase. During the first two years of the project it had been observed that:

1. The project had suffered from the absence of resources required to provide training for developing linkage skills and concepts and creating innovation in inservice education programming based on the size of R&D products.
2. There had been over-decentralization of project administration into the states and NEA project personnel were not budgeted to either adequately monitor or interact with the state facilitators.
3. The state projects did not exploit other support services that were available such as intermediate units or the NEA UniServ (contract negotiations) personnel.

The "intensive" phase was designed to overcome these shortcomings. To support this design, the amount of the Phase III grant per site to the sponsoring agencies was increased to $1,500.

IV. TRAINING

Because of the developmental nature of the project, much of the training was itself developmental. The project director's first exposure to what later came to be known as the RDU process was through participation, several months to his being asked to assume that position, in a training program held at the Far West Laboratory for Educational Research and Development for participants in the pilot project.

The first information specialist, who later resigned, was sent to the FWL in the early months of the project for training by the FWL staff member who had had a key role in helping build the pilot project's knowledge base. An individual who had been employed as a consultant by the pilot project was later employed for a two-month period as a consultant to the project once it had been funded. He, in turn, provided on-the-job training to the first of two information specialists employed and who became staff members for the duration of the project. The second information specialist to be employed was the first of the headquarters staff to have the benefit of a training program planned in advance and based on the experience of others who had a similar job description.

After the project took on the responsibility of itself describing the products entered into the knowledge base, the information specialists were sent to Project RISE in King of Prussia, Pennsylvania and to the Educational Products Information Exchange in New York City for further training.

Facilitator Training

Because of the highly decentralized nature of the project, it was important that the state facilitators have continuous and frequentation to their work.

The first training session was held in September 1976. The Educational Products Information Exchange had been contracted to provide the training for the Phase I facilitators and the Far West Laboratory for Educational Research and Development the training, one year later, for the Phase II facilitators. Both collaborated, together with project staff, in planning the first training program. In addition to providing the required operational orientation, the conference featured a simulation on the use of selected items in the knowledge base.

When it was time, approximately one year later, to provide training for the Phase II facilitators, it was clear to all concerned that the appropriate trainers would not be FWL personnel, but rather the Phase I facilitators, who had one year's firing-line experience. By mutual agreement, the project staff assumed responsibility for planning the Phase II training program, relying heavily on the Phase I state facilitators as training staff.

The numerous administration problems encountered during the first year, many having to do with data collection processes, necessitated a previously unscheduled and unbudgeted meeting of the Phase I facilitators in March of 1977. At this time an effort was also made to provide training in product utilization and adaptation, but these processes were, as of that date, still so incompletely understood that little help was provided. Considerable time at this meeting was devoted to a thorough review of the data collection procedures and rationale.

Through agreement with the NIE project monitor, a second, previously unscheduled meeting of the Phase II facilitators was arranged. This conference was held in Denver in October 1977. At that time, the first attempt was made to provide training in the processes of product utilization. While still leaving much to be desired, it was a step forward and the beginning of the systematic thought given to product installation and adaptation eventually reflected in the manuscript, New Resources for Teacher Centered Inservice Education, which is a part of the project's final report.

Phase III training was the most highly structured of any of the facilitator training workshops. It also differed from the others in that four separate conferences were held on-site and that the entire project staff served as the training staff. Through a cost-sharing agreement with the Research and Development Exchange, the services of two planning consultants were used intensively in both the planning and implementation of the training program. At the conferences themselves, an effort was made to strengthen potential linkages by providing for the participation of five or six members of the planning committee from each of the ten Phase III sites, as well as additional representation from the sponsoring agencies and potential support groups (i.e., an intermediate school district). Training for state facilitators thus reflected the growth and accumulation of knowledge by project staff about the RDU process as it relates to teacher inservice education. Major responsibility for training Phase I facilitators was contracted out to a knowledge base specialist, EPIE, and drew heavily on the technical expertise of the FWL. Phase II training reflected a cooperative effort of the twelve Phase I facilitators and the project staff to share learnings with the facilitators recently recruited to begin Phase II in their states. Phase III training was the attempt of the project staff to consolidate knowledge acquired over a two-year period and deliver it within the context of a training design that reflected a variety of inservice education methodologies.

The Phase III training was designed to serve the following purposes:

1. To encourage a close relationship between inservice education and day-to-day classroom experience.
2. To strengthen interdependence between the teachers participating in inservice programs and resource personnel who can help them with program design, securing needed funds, and identifying substantive resource personnel.
3. To improve the effectiveness of the planning function at the site and/or subsite.
4. To strengthen the professional role of the state facilitator in serving the planning and implementation processes of inservice education.

Site Level Training

In Phases I and II the state facilitators were free to decide whether they wished to conduct a single training conference for two representatives from each of the local sites in their states or travel to the sites and conduct training on a one-by-one basis. Those who chose a single, state conference did so not only for reasons of convenience but because of the advantages of cross-site interaction this afforded the participants. While the available budget provided for only two individuals per site to attend, for many sites the number participating was larger because of car pooling arrangements and/or the willingness of the school administration to supply substitutes from district funds.

In the states where site-by-site training programs were held, a much larger number of individuals could be included in the training program on the available budget. The number of states conducting "state-wide" and "site-by-site" training programs was about equally divided.

V. LINKAGE

As may be clear from the preceding chapter, little effort was made to provide linkage training *per se* at any level. This was due, in part, to the dispersion of linkage roles at national, state, and local levels; to the fact that no full-time linkers were employed at any level, and that the NEA project decided to use a combination of linker types: linkers as *process enablers* and linkers as *information conveyers*. Linkage was seen as an inevitable process, the nature of which was implicit within the various tasks to be performed.

A key feature in the NEA project was the development of state and local interagency linkages that did not require new staff or major role changes of state and local personnel. In addition, financial resources provided by NEA were designated for the specific purposes of released time and travel at both the state and local level. Not having to create new staff positions or major role shifts eliminated the situation so prevalent in most "soft-money" projects --that when the project was over the people who had been initially concerned with its management and development evaporated. On the other hand, the fact that project responsibilities represented a greater or lesser degree of marginality--depending on the job descriptions of the individuals carrying out project responsibilities at the state and local levels--resulted in the provision of less technical assistance than might have been most helpful to the sites.

At the beginning of the project it was assumed that the state facilitators would not only provide a linkage between agencies, but would do equally well in effecting linkages up and down the hierarchical scale of their own organizations. The first expectation was met in all states to an extent that was truly remarkable.

Linkages within the agencies was less effective. Although these vertical linkages varied in effectiveness from state-to-state, the relatively small amount of time most linkers could devote to this task undoubtedly reflected the difficulties a part-time linker has in covering all bases. It also reflects that the project's headquarters staff was not as successful as it might have been in itself interpreting this part of the project's theoretical base.

At the school-building level, collaboration was strong. In many local sites, for example, the principal of the school would take over the class of the documentarian so he or she could attend project meetings.

The information specialists served in the linkage structure as information conveyors. They entered the linkage process at a point after organizational procedures had been completed. It was their task to link the knowledge base to teacher practitioners. Their importance as linkers, however, went considerably beyond this. Frequently they were called upon to participate in a process-enabling role, particularly when working with teachers who were not sure of the nature of R&D products in the data bank and when product descriptions were not available to meet teacher needs. Through the diagnostic approach they took to providing information, they had an influence on the decision-making process that took place in the local communities.

The state facilitators served with unusual effectiveness as "front-end" or "early-entry" process enablers. The role required a high degree of skill in communication and organizational functions. The state facilitators also did an effective job of program maintenance. The fact that 56 of the sixty originally-authorized local sites survived is testimony to that. Not to be underestimated in any appraisal of the generally successful experience of the state facilitators as linkers was the provision made in the project proposal for *two* linkers--

one from each of the two key state agencies. In addition to this providing a built-in functional linkage, it provided a form of "buddy system" for mutual support and problem solving.

If the state facilitators are to be faulted at any point it was the inclination of all but a few to leave the sites alone--the "call-us-if-you-need-us" syndrome that usually prevailed once the sites got into program implentation. This was due, in part, to the limited amount of time the facilitators had to devote to their task and, in part, because the technology of using R&D products in an inservice education setting was being invented site-by-site as the program moved along and role responsibilities in providing technical assistance to the sites were not clear.

VI. THE TEACHER ROLE IN INSERVICE EDUCATION

The NEA Inservice Education Project was based on several assumptions relating specifically to teacher involvement in inservice education.

1. That collaboration between teachers as members of their professional associations and administrators and supervisors is essential for the further strengthening and maturing of inservice education programs.

2. That there has been sufficient development of validated programs in the field of teacher education to produce usable programs in the areas of the basic skills and teaching strategies.

3. That there are many school districts in the United States that cannot afford--or do not have access to--the resource personnel required to sustain a meaningful inservice education program and that these research and development "products" are one way of bringing the expertise of both scholars and experienced practitioners to all teachers.

4. That meaningful and significant teacher input is required in making decisions not only about the kind of inservice education teachers feel they need--but also about the way in which it needs to be delivered. (In short, in the ways teachers themselves say they learn.)

5. That an orderly and rational process, based on needs assessment, and *followed by the formulation of a problem statement* can be used for improving instructional skills through inservice education.

6. That a significant missing link between what is advocated about teacher inservice education and what is actually practiced is not a lack of good will or acceptance of the principle, but the simple mechanics of an easily-accessible information system for teachers to use in identifying training programs produced as a result of systematic research and development and which meet the teachers' own expressed needs.

While perhaps none of these assumptions were new in and of themselves, putting them all together into a coherent program amounted to the creation of a new model for disseminating information about, and enhancing the use of, validated inservice education training materials.

Some Findings

Important as teacher involvement is in decision making concerning inservice education, it does not provide, in and of itself, any magic elixir that will improve the *practicality* of inservice education. When teachers are in the majority on a joint planning committee and are, more or less, "in command," the evaluation comments of teachers frequently remain the same: "dull" or "impractical." The representation formula on the joint committee does not seem to be the most significant variable. Therefore, something more must be added. The experience of the project indicated that this additional ingredient is a more sophisticated understanding of both the role and skills of technical assistance in designing inservice education learning experiences that do an effective job of integrating--and separating--theory and practice. In other words, merely involving teachers in making decisions about the rough outlines of the delivery of inservice education (i.e., fewer lectures, more field trips, or using a sophisticated multi-media approach) is, in and of itself, insufficient. Whatever methods are used, they must be employed to meet more than the criteria of "interesting." They must result in the mastery of a new skill, the discovery of a different problem-solving approach, the acquisition of a useful diagnostic instrument, or other "practical" learning.

Awareness of this need is, of course, widespread. Knowledge of the design technology required to meet this need is harder to come by. There is some evidence that the most useful R&D products are those "packages" that make explicit efforts to combine cognitive learning with the introduction of new practices into the classroom--combined with observation, data collection, and various kinds of peer and/or expert analysis.

The criterion of how adults learn was frequently overlooked by project planning committees. Related to this is that when technical assistance in planning for inservice education was sought, the consultants were, more often than not, curriculum specialists concerned more with the "sequence and scope" of the material to be presented than providing help on questions of teacher learning.

Yet teachers persevered and in their own ways learned how to use products--and how to change and adapt them to their own advantage. An understanding of their experiences, garnered through an examination of the project's case studies, interviews, participation in workshops, and staff analysis of successes and failures in product utilization resulted in the production by the project of its own product, Part I of this report, New Resources for Teacher Centered Inservice Education.

VII. THE INSERVICE EDUCATION COMMITTEE

In the NEA's Inservice Education Project, a joint planning committee of teachers and of administrators was a requirement of the local school district and the local teachers association wishing to participate. Rigid guidelines for representation were not laid down by the project. It was a condition, however, that the teacher members be named to the committees by the co-sponsor, the local education association, and drawn from all three teaching levels: elementary, middle, and secondary. Their task: to be spokespersons for the teachers who need and want help in doing an effective job when they are with their students.

As to the percentage of representation from the teacher and the administrative group the project had no requirement. In most instances teachers outnumbered others. This was partly because administrators perceived it as a "teachers' project," partly because local associations had pressed for it, and partly because this standard of representation has been set by the recently-enacted federal teacher center legislation.

In a few instances the membership of the project committee was drawn almost exclusively from teachers. The sole administrative member might be a school principal or central office representative. Experience proved, however, that when this happened, although the intentions of all concerned were the best, the pattern had serious limitations. The teacher members, while perfectly competent to pinpoint instructional needs and select the training materials they had identified through the project, lacked the knowledge required to gain access to technical support that might otherwise have been available to them.

In those cases where the more successful programs emerged, the membership of the committee reflected a more balanced representation. In most instances they worked together to make policy (how should funds available for released time for teachers be used?), freely gave advice to other teachers and administrators ("let's not use one of the existing programs--let's create our own"), helped set the climate for acceptance for what was many times a new activity, and engaged in program planning.

Legally, of course, only the school board can set school policy. Frequently, however, in the area of teacher-centered inservice education, definitive policy does not exist. Successful practice makes policy. In at least one school district where the project operated, one outcome of the two years' experience was the development of a policy statement on inservice education for presentation to the board of education.

As a result of observing the planning committees in action and receiving and analyzing the data received from them, the following generalizations about the operation of joint committees was formulated.

The Planning Tasks

For the central committee to plan in too much detail takes away from the participants in the program the adventure of charting a course of action. Experience demonstrated that "over-planning"--even when by a committee of duly-appointed teachers--could leave the client group with the feeling that it had no control over its learning destiny. On the other hand, to plan too loosely tended to leave the client group adrift, prepared only to sail off in every direction. Finding the exact mix of *planning for*, *involving in*, or *delegating to* emerged as the single most important--and difficult--task of any inservice education committee.

As applied specifically to inservice education, the planning tasks can be generally categorized as follows:

1. Setting goals for inservice education that are consistent with overall school policy and that reinforce or support other inservice education activities. For this to happen it is important that, if the committee's responsibility is for but a piece of the action, that it worry about and work on building bridges between the various parts of the district's program. A major responsibility will be to identify the resource people who should be consulted from time to time to assure that the committee does not plan in isolation.

2. Designing procedures whereby teachers can assess their own needs. (This is different than an assessment of needs by the members of the committee.)

3. Explore sources of training programs and materials.

4. Plotting the learning design for inservice education: the sequence of material to be covered, scheduling of products to be used, developing suggestions for related classroom observation by trainees, arranging for demonstrations by students (by videotape, perhaps), scheduling and briefing resource personnel, etc.

5. Exploring product potentialities and limitations:

   a. when to *adopt*
   b. when to *adapt*.

Administrative Tasks

1. Making clear fiscal boundaries--or offering help in securing--needed financial support.

2. Securing a group leader (many times this is another teacher).

3. Securing needed technical and substantive leadership (drawn from the administrative and supervisory staff of the school, an intermediate school district, the state department of education, a college or university, community personnel, etc.)

4. Arranging for duplicating services for schedules, bibliographies, assignments, evaluation forms.

5. Providing a place to meet.

6. Assuring the delivery to the inservice education site of any needed audiovisual equipment--and personnel to operate it.

7. Providing access to the professional teachers library of the school, an intermediate school unit, or to an interlibrary loan service for the purpose of securing needed professional materials.

Monitoring Tasks

1. Meeting with, or arranging to receive reports from the client group at regular enough intervals to spot any areas where additional outside human resources might be useful.
2. At midpoint, encouraging some evaluations of how the group learning has progressed and what new directions, if any, should be formulated for the rest of the course.

The Certification Task

The committee should set up a process for appropriate documentation that the client has received the training. This serves two purposes:

1. It makes the training "legitimate" in the eyes of teachers.
2. It serves to identify the training opportunity for potential trainees not yet availing themselves of the service.

The Institutionalization Task

The planning committee should constantly and continuously consider how the program can be extended in the following years after the experiment is completed. The extensions might be in the problem-solving process or portions thereof, or in the use of research-based materials and programs.

The Involvement, Team-Building Task

The tasks listed above can, conceivably, all be done by members of the central planning committee. If a teacher from a local site is on the committee, this will facilitate communication from the central committee to the client group. That is, in effect, *planning for.* At the other extreme, the central planning committee, after establishing boundaries as they relate to time, finance, technical assistance available and other more or less administrative matters, can turn most of the tasks indicated above over to the teachers at the local sites. This could be called *delegating to*.

In between is the difficult, complex task of *planning with*. Much of what the project learned from observation and analysis of case studies about the skills of *planning with* is reported in New Resources for Teacher Centered Inservice Education.

IX. FISCAL MANAGEMENT

Rather than operating on a letter of credit, the NEA director of accounts at the time the project was funded recommended that the project operate on a voucher reimbursement system.

Monthly cumulative statements were prepared and these were used not only as a basis of claiming federal reimbursement and for fiscal planning, but also in keeping NEA's Instruction and Professional Development unit and the NIE project monitor informed about the flow of expenditures.

As stated in other parts of this report, the highly decentralized character of project administration provided for what amounted to a series of subcontracts with the twelve participating states. A chart showing the amount of the contract provided for each state, the amount actually negotiated, and the amount expended is attached.

The project was fortunate to conclude three years of operation with an unexpended balance of approximately $140,000. This represents about twelve percent of the total budget. The favorable balance was the result of many factors:

The NEA, for example, as a sponsor's contribution, assumed the salary of the project director full-time from June 1 through August 31 and of the research director part-time through September 30, 1976. Their travel expenses to attend cross-site meetings, as well as those of the research consultant, were also paid by NEA during this time.

Because of differences in the formulae used to compute fringe benefits in the project budget and that used in the NEA accounting procedure, considerable savings accrued in the salaries and fringe benefits accounts.

During Phase III, the project budgeted funds to purchase products for the four states participating in the program's final year. However, contributions from the participating states and local school districts made it unnecessary to substantially tap these funds. Once the purposes of the project became clear, many vendors donated or loaned products for description and entry into the information bank.

By shifting plans to contract with an independent case study writer, rather than securing this service through one of the R&D Laboratories, a savings in the research budget was obtained. The subcontract originally let for creating the knowledge base was not found to be cost effective. After six months it was discontinued by joint agreement. The function was then undertaken as an "add on" by headquarters staff.

The funds allocated for substitute pay were under-expended. One reason is that teachers elected to undertake project tasks on their own time rather than be away from their students during classroom hours. Another reason was that many local districts made the released time available as a sponsor's contribution.

Throughout the life of the project, the staff has had, whenever required, the benefit of advice and council from the NEA Accounts Division. Project accounts are audited as a part of the NEA's annual independent audit. All transactions were reported on statements received monthly from the NEA Accounts Division. A complete set of books was maintained in the project office.

TEACHER REACTION TO RESEARCH-BASED TRAINING MATERIALS AS AN INSERVICE EDUCATION FORMAT

by

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In addition to the data collection requirements made by NIE on the topics of dissemination and utilization, the NEA project undertook several independent studies of its own. The one reported here was designed to reveal teachers' experiences with using inservice training materials. Information about these products*, which totaled 615, was made available by project staff.

Teacher inservice learning--like all professional growth experiences--represents a process. A number of interrelated functions and support systems make up that process. An important facilitating support is a product which, in this study, is the result of the research and development process.

"User appraisal" forms--which were based on a field-tested model--were designed by project staff and sent to teachers participating in the project. Over 1,000 public school teachers from 28 communities in ten states returned evaluation forms on 101 products. This study is based on an analysis of appraisal forms returned during a two-year

*i.e., a film, programmed test, multimedia package or study outline period ending April 15, 1979.

Characteristics of Users

Teachers formed four general groupings. Of them, 457 worked in small clusters (three to 25 persons each). A slightly smaller number (349) convened in large groups of 26 to 87 individuals each. A total of 184 persons used products on an individual basis and 72 users learned in teams of two.

Well over half the teachers were elementary school instructors, followed by middle and secondary level practitioners. Geographic distribution among users was only partially proportionate to the total number of states included in the study: 558 from the midwest (five states), 239 from the southeast (two states), 59 from the west and far west (three states), and 38 from the northeast (two states).

The largest representation came from suburban schools (412 teachers), followed by half that number from rural areas. The other large body of participants came from urban and inner-city environments, numbering about 400.

Topics Studied

Of the 15 possible fields of study from which participating teachers could select products, eleven were tapped in this survey. It is interesting to note that, although "basic skills" was a major thrust of NIE's Request for Proposals, the current push for "back to basics" did not influence teachers' choice of topics for their inservice education. More than 800 of them focused, instead, on approaches to classroom teaching. The four leading concerns were--in order of popularity--motivation, classroom management, individualized instruction, and teaching strategies. Reading ranked fifth, followed by mathematics, special education, science, English language arts, multicultural education, and social studies.

Not only did the midwestern region have the highest number of project participants, but its teachers also exercised the broadest range of choice among inservice topics (choosing from eleven categories). The area of the country having the fewest number of participating teachers--the northeast--also used the fewest number of products (four) in the fewest categories (three).

Teacher reaction to the inservice materials they used was documented, with the results then tabulated by project staff. The compiled evidence leads to interesting, though tentative conclusions. They center on four items: formats for learning (provided by the products), cost factors, adaptation of materials for inservice, and the degree to which they were or were not viewed as self-administering products.

Relationship of Learning to Format

The importance the learning format played in the success or failure of inservice learning was considerable. The eight kinds of inservice material included:

1. films or videotapes,
2. a resource book or programmed test,
3. a syllabus or module (providing an outline of a course in the former case, or a series of sequenced activities in the latter),
4. a set of audiotapes,
5. a filmstrip/audiotape program,

6. a multimedia package (using three or more of the above materials),
7. a kit of assorted, printed materials, and
8. a workshop design.

The most popular item of the eight formats was the filmstrip/audiotape program. A total of 240 teachers chose this kind of inservice program; 120 of them expressed high satisfaction on two criteria. First, it helped them address the problem they had identified, which therefore classified it as a "useful" product. And second, it was one of the most popular learning styles preferred by users for inservice training.

The second most enjoyable learning style, according to the teachers in this study, was the film. It was also the second most widely-used format. However, in terms of usefulness, films were disappointing to project participants. Altogether 127 of them expressed dissatisfaction, and another 20 felt the results of viewing films were, at best, marginal. The remaining 89, or roughly one-third of the 236 teachers who used films, were satisfied that their needs were met.

The third most frequently-used product was the resource book or programmed text. Fifty-four persons rated this kind of format high for having met the problem they had addressed. Fourteen gave the book a less enthusiastic endorsement, although they were still generally impressed with its usefulness. As a preferred style of learning, resource books and programmed texts ranked third, behind filmstrips and films.

One interesting point about teacher preference for various learning styles is that two of the most popular formats were audiovisual materials. Yet, filmstrips were considered useful, where films were not. Two important variables—size of groups involved and the number of inservice activities provided—help to explain why one audiovisual format was more successful than was another in meeting user needs.

First, films were generally used by larger groups; filmstrips were used by small clusters or teams or individuals. Also, paced activities were built into the filmstrip programs, along with discussion questions and (sometimes) a form of learning assessment for users. This provision for concrete, active participation was also true of many books which were programmed texts.

It appears that audiovisual aids do indeed attract the largest number of users (almost four to one compared to those using programmed books), as well as offer the most enjoyable form of learning to teachers. However, the active involvement of teachers with the material presented is what spells the difference between a useful, pleasurable experience and an ineffective, though enjoyable, one.

The fourth most widely used product, the module, almost always fell short of users' expectations in terms of its usefulness and the learning style it provided. Of the 86 persons who worked through these booklets offering a set of sequenced activities to follow, 75 found them to be ineffective in helping solve their inservice problems.

Modules were developed by institutions of higher learning for undergraduates, although a fair number of them indicated their material had also been field-tested with classroom practitioners. However, more than half the modules were described as being "dull . . . tedious . . . too elementary . . . more like an undergraduate course than an inservice program".

Relationship of Cost to Use

The cost factor figured in the selection, and possibly, the final judgment of the overall usefulness of products. The price of materials was fairly consistent, regardless of whether teachers worked alone, in teams, clusters, or large groups. Individuals spent an average of $13 for products; teams spent $33; small groups' outlay for costs was $60; and large groups usually bought $50 worth of materials.

If the few high-cost items (used by less than 30 percent of the teachers) are left out of this tabulation, one finds that users spent less than the average. For example, individuals and teams tended to choose inexpensive programmed books and modules. These represented more than half the number of products chosen by these people. The materials ranged in price from $1 to $6.50 (far less than the overall average of $13).

If one looks to the purchases made by clusters and large groups of teachers, one sees the same buying pattern as was evident among individuals and teams of teachers. The average price ($60) of products chosen by groups was much higher than what was actually spent by the larger number of users. Most teacher groups chose materials that were filmstrips (which usually cost $16 to $21), films (which were normally rented for $30 to $40), and the modules and books. Only a few groups selected the more expensive multimedia programs and kits.

The choice of inexpensive products presents a curious feature in this study, in that money allocated for product purchase far exceeded that which was spent. This was true for all teachers, whether they acted alone or in teams and groups. While no definitive reason is offered for this phenomenon, it might be that teachers--so long accustomed to having financial restraints imposed on so many of their activities--imposed the same philosophy on themselves, regardless of how much money was available to them. A second consideration may have been related to the amount of preparation time or person-power needed to properly effect some of the larger and more costly inservice packages. These personnel requirements sometimes included the services of outside consultants.

Nevertheless, the price tag on products doubtless figured into the choice of some products over others. Lower prices possibly affected the level of commitment teachers had toward adapting material to suit their particular needs. And it is probable that the final judgment teachers made on the usefulness of these less expensive products was influenced, in part, by their cost.

Adaptation as a Factor in Learning

The overall record does show a mixed reaction among users to the bulk of the inservice materials. A total of 878 teachers responded to the question, "to what extent was the product useful in meeting your inservice problem?" The positive and negative response ran roughly half and half. Altogether, 376 teachers found the products very useful; 136 considered them to be of marginal significance; 366 thought they were of no help at all.

It is not surprising, then, that quite a large number of teachers (247) felt some adaptation was required to make the materials (a total of 61) more effective for meeting their needs.

Resources (which provided only general information with no training activities) and total training program designs alike were adapted. However, the data show that adaptation alone did not ensure user satisfaction. Just as many teachers were disappointed as were impressed with the usefulness of adapted products.

To understand why this may have happened, one should look to the single feature that was present in the useful/adapted materials, but was not evident in materials described as ineffective/adapted. That was the attractiveness of the learning style involved with the product. The successfully-adapted products always provided a learning format users said they preferred for inservice education.

Role of Resource Person

The degree to which a product was seen as a self-administering package or dependent on a resource person was the fourth finding in this study. Teachers identified 53 products as self-administering, or roughly half the total number used. The highest number of these materials (21) were resource books or programmed texts. Filmstrips were second (11), with booklets of sequenced activities (modules), films, multimedia packages, kits of printed materials, and sets of cassettes completing the list.

An interesting fact is that more than half of these self-administering products were books or modules (normally termed resources by the majority of teachers). Yet, teachers said that over 60 percent of these products ranked high in terms of their being helpful in meeting their needs and/or giving excellent feedback on their progress while working through the material in the product.

What this may mean is: teachers felt that, even if a product were only giving general information (which was characteristic of a resource), it did not require an instructor if 1) the product met their needs and/or 2) users could monitor their progress with the assessment mechanism provided in the product.

In conclusion, it appears that the learning methodology suggested by a product is just as important a consideration as is the fact that teachers' inservice needs are met. Successful products go directly to the heart of the problem and they do it in an interesting way, the teachers seem to say. The kind of learning process teachers prefer is contained in filmstrips and programmed texts. These materials provide a built-in assessment of a user's learning and/or mastery of skills. They enable teachers to move through specific steps or activities that maximize their involvement with students or other teachers, or they make learning explicit through written exercises.

The effectiveness of the products reviewed here presented a particular problem in meeting user needs. The importance placed on satisfying teacher inservice concerns was heightened through the process initiated by the NEA project. Teachers were urged to assess their needs and then to clearly specify a problem in a succinct statement. This focused interest ran parallel with the high expectations teachers had of the products.

Much more, then, was demanded of a product than if teachers had a more generalized or broad focus. The mere enjoyment provided by an interesting learning style was not enough. Popular media of instruction, such as programmed books and audiovisual aids, had to go beyond being just interesting and informative. They had to speak to a specific problem.

Naturally, a strong argument could be made for greater teacher responsibility in adapting products or combining several of them to make a program that is meaningful to so highly localized and specific a set of teacher needs. One cannot reasonably expect a product to "do" the inservice learning, such as what might have been expected through the wide use of films (which, predictably, provided for a pleasurable learning experience, but met few inservice needs).

An inservice learning process--such as what occurred in this study--did present the two-sided coin of a product-oriented program. On the one hand were unusually high expectations of products to meet particular problems identified by teachers; on the other hand was the resulting, decreased interest in adapting the material to fit such specialized needs. If anything, the evidence produced from this survey of teacher opinions of inservice products argues persuasively for the interplay of all functions involved in inservice education. No single part--such as the learning mechanism (product)--should carry the full weight of the effort nor even should the product be used separately from the entire process of planning, collaboration among teachers and administrators, adapting materials creatively, and evaluating what is being learned.

REQUESTS MADE BY TEACHERS IN NON-PROJECT SITES FOR RESEARCH-BASED INSERVICE EDUCATION MATERIALS

by
Ella L. Holly
Information Specialist
NEA Inservice Education Project

In West Plains, Missouri, teachers planned an inservice program to improve their skills in discipline. They wanted to know about approaches for improving classroom behavior such as reality therapy and assertive discipline.

Junior high school teachers in eastern South Carolina, designed an inservice program around creating a learning environment which would promote discipline problems.

On the secondary level, teachers across the country report difficulty in getting their students to comprehend content area subject matter.

Junior high school teachers in Orange, California identified an important need to motivate students to raise low reading levels. The elementary teachers indicated a need to know about new techniques to teach reading.

To alleviate racial tensions in their classrooms, teachers in Fort Worth, Texas designed inservice workshops in human relations, multi-cultural education, and parent-teacher relations.

Between January 1978 and October 1978, NEA's Inservice Education Project responded to 173 requests from educators who sought information on inservice training products. Through a toll-free telephone number service at project headquarters, teachers were able to tap a data bank of descriptions of over 600 inservice products. Initially, this service was available only to teachers in the project's 57 pilot sites, but in January 1977, it was offered to teachers throughout the continental United States.

This unique service was publicized in several ways. Telephone calls kept the hotline busy after the 1978 January/February issue of the NEA Reporter told of the project's service. Iowa's Colonial Newsletter, the West Virginia School Journal, Appalachian Education Magazine and the Journal of the Council of Exceptional Children also promoted the hotline.

Geographically, the mid-Atlantic states (New Jersey, New York, Maryland, Pennsylvania) used the service most frequently.

Of the ten states whose teachers placed the highest number of hotline requests, only three were not involved in the project. Teachers in New Jersey and Texas, both non-project states, made the greatest number of requests. Michigan and Pennsylvania, project states, tied for third place.

It is interesting to note that in the six states from which originated the highest number of requests, only Texas had no statutory requirements for inservice education; in New Jersey, Michigan, California, Pennsylvania, and New York inservice education requirements are mandated by state legislation. Furthermore, each of these states requires its school districts to provide some type of inservice training (see Figure I). This may provide insight into the high rate of use from those states of the project's information service.

Who Used The Hotline

The project's experience revealed that teachers dislike inservice education that does not relate to real problems encountered in the classroom. This is documented by the project case studies. Ninety-three teachers used the toll-free service to obtain information on inservice products (see Figure II).

The majority of the teachers who requested information indicated that they wanted the material to further their individual professional knowledge. These teachers were concerned with keeping abreast of new techniques in education.

Still others indicated, to the project information specialists, their frustration with traditional inservice approaches and were seeking new methods to solve old problems.

Several of the teachers who tapped the information service served on local school district professional development committees. Some teachers said they were planning inservice programs for their schools and planned to share project materials with their colleagues.

State and local school administrators also used the information service. Thirty calls were received from principals, assistant principals, department chairmen, curriculum specialists, local superintendents, and state education department personnel. Administrators on the school building level identified inservice priorities in discipline, individualized instruction, reading, motivation, and teaching strategies. The inservice concerns of administrators on district and state levels were special education, basic skills, bilingual education, and assessing student growth.

Teachers and administrators were not the only ones who used the information service. Ten school counselors and psychologists requested information on teacher stress, parent-teacher relations, special education, and developing self-concept. A school nurse from Wisconsin inquired about and received information on community resources, child abuse, and health problems. Higher education was represented by six calls from university professors who either supervised student teachers or taught graduate courses. The most unexpected caller was a parent in Michigan who was the parent representative on the inservice committee of her child's school. The remaining 22 calls were received from librarians, professional associations, and educational consultants.

Thirty-one requests were made by representatives from professional development committees which coordinated inservice activities for an entire K-12 school district. Twenty-four requests came from individuals at the elementary level; on the junior high school level there were 20 requests. Fourteen inquiries were made by high school teachers. Seven calls represented concerns of teachers on the early childhood level.

Major Concerns

Perhaps the most significant finding of this study was the identification of the most relevant professional concerns of teachers. With the current emphasis of the "back to basics" movement, it is not surprising that reading was the category from which information was most heavily requested. No doubt that implementation of Public Law 94-142, focusing on the needs of handicapped children, probably served as cause of the project's finding that special education was the second highest priority category for which requests were made. The category in third highest demand was classroom management, which includes discipline (see Figure IIIA).

Within the subject categories offered by the service existed subtopics (see Figure IIIB), the subtopics represented specific concerns teachers are facing in their classrooms. Figure III will show the subtopics in relation to the categories.

Discipline was the subtopic about which teachers expressed the greatest concern. Why is discipline a major concern for all educators? According to a Stanton, Michigan elementary counselor who contacted the information service:

> Parents are dissatisfied with discipline. Discipline is the key to learning. If a teacher has good discipline, he or she can go from there. You always hear teachers complain about discipline problems. They don't realize their options until it's too late.

No doubt these views are shared by many teachers. Perhaps that is why 20 requests were made for new approaches or techniques for improving classroom behavior.

The major concern of teachers regarding special education is usually for the physically or mentally handicapped. Public Law 91-230, however, also defines the special education needs of gifted and talented children. The Office of Gifted Education was established by the Office of Education in 1972. Since then, although federal monies have been received by local school agencies for gifted and talented educational programs, teachers have little training in this area. This was reflected by the 15 requests for inservice information concerning techniques of teaching gifted and talented students.

A teacher in a newly-funded gifted program for elementary students in rural New Mexico thought it was important to acquire professional skills to teach these children. She was also concerned with communicating to parents of gifted and talented children. Upon receiving the materials provided by the information service, she shared them with the program coordinator.

New York state is also implementing new programs for gifted and talented youngsters. A teacher in Cornwall, New York, discussed his main concern:

> I've always been highly interested in gifted education. Now there's a pilot program beginning in the building. I'm going to be one of the teachers. This is my first teaching experience with gifted children. To be really prepared, I need to know about resources and activities.

It is to the surprise of no one that teachers reported they received teaching assignments for which they felt a lack of experience or education. Many teachers were placed in an uncomfortable situation, due to their lack of knowledge to cope with implementation of Public Law 94-142 for the education of handicapped children. A teacher from Manoille, New Jersey expressed her frustration to the information specialist: "The Educational Improvement Center did an inservice workshop on mainstreaming which did not touch on teachers needs. I called you to request information on mainstreaming. Upon sharing the information with the professional development committee, they decided to wait and use the services of EIC again. The second workshop still did not meet teachers needs for mainstreaming. It gets to be real frustrating." This teacher plans to use, next year, the product information she received from the NEA data bank.

"Least restrictive environment" was the subtopic within education of the handicapped which received the third highest priority among the user requests.

Other high areas for teacher concern were motivation, human relations, parental involvement, reading in the content areas, and developing self concept. The "back to basics movement" may be in full swing, but teachers nevertheless expressed concern about motivating and communicating with their students. Professionally, teachers want to know about new approaches for teaching their students.

Teachers reported that they do care about their professional development. They want to be actively involved in planning and facilitating inservice programs. They need concrete ideas and materials so they can approach administrators with confidence on their specific inservice needs.

Figure I

INSERVICE TRAINING

States with Highest Number of
Hotline Requests. . . . . . .

States	Project	Non Project	Statutory Requirements For Inservice	District Must Provide Other Inservice Training
New Jersey		X	Yes	Yes
Texas		X	No	No
Michigan	X		Yes	Yes
Pennsylvania*	X		Yes	No
California	X		Yes	Yes
New York		X	Yes	Yes

DESCRIPTION OF HEADINGS FOR CHART

Project -
One of the twelve states that participated in research study for the NEA Inservice Project.

Non Project -
A state that was not involved in the project's research study.

Statutory Requirements for Inservice -
The state legislature requires that the state education agency or the district provide inservice training.

District Must Provide Training -
Besides the annual conference, the state requires that the district provide other inservice training.

Pennsylvania* -
Pennsylvania requires that each school district sponsor an annual training conference which is usually held at the beginning of each school year.

Figure II

Who Used The Hotline?

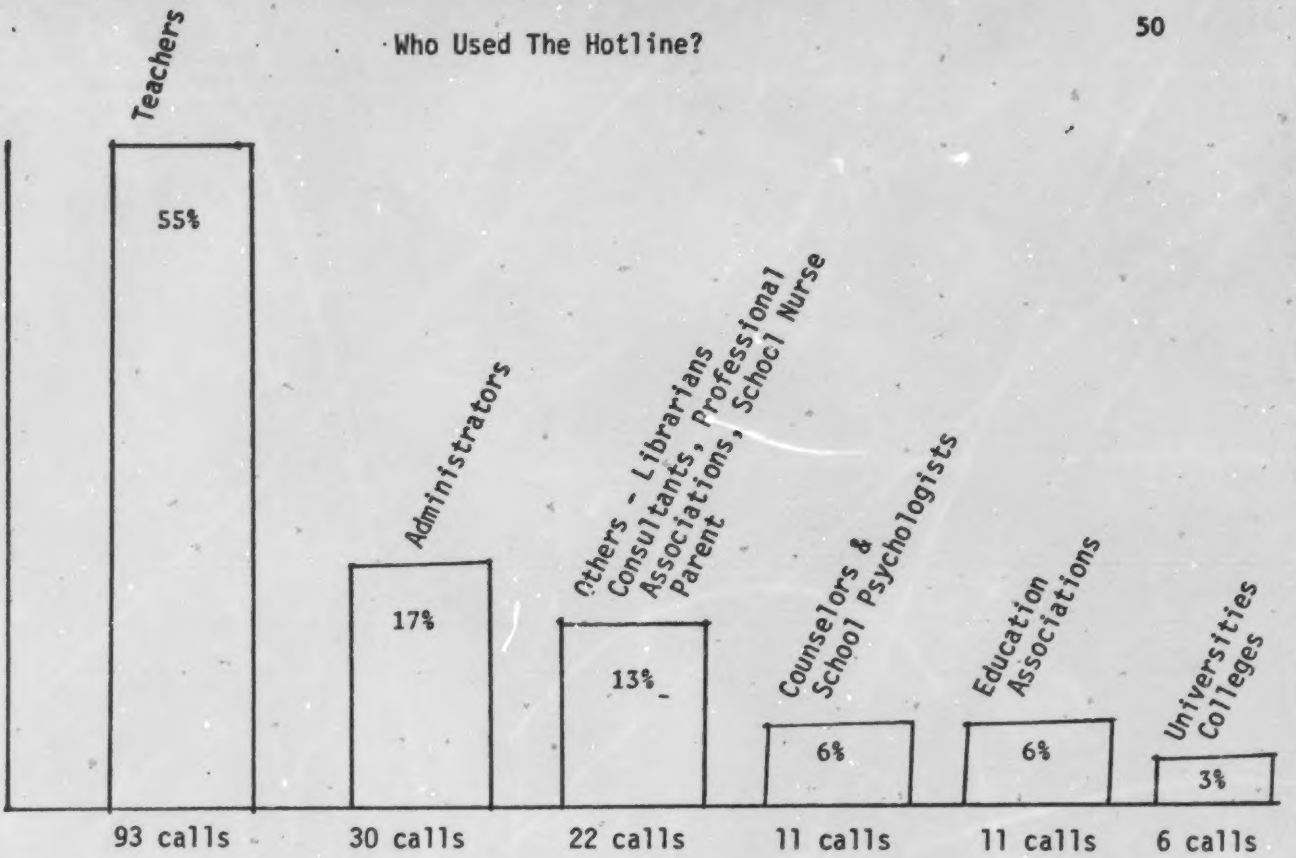
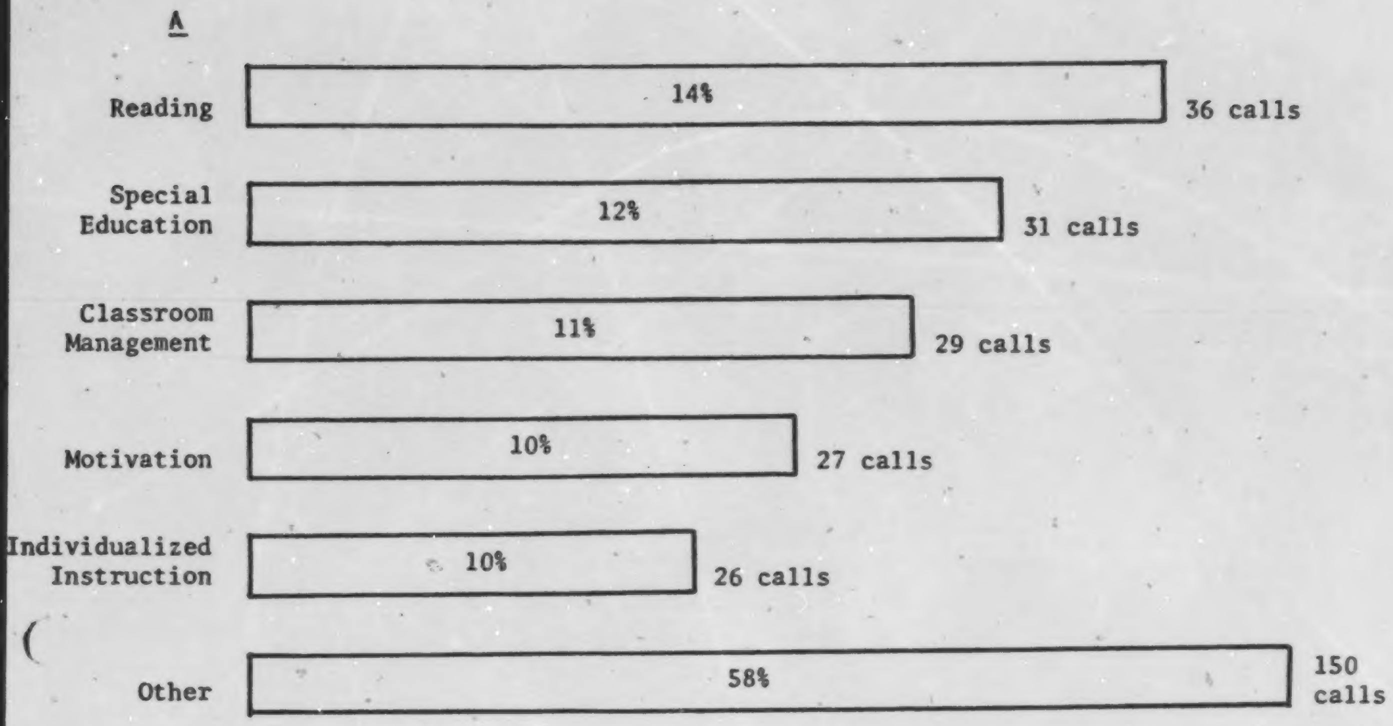


Figure III

The Five Categories with the Highest Number of Requests



The Five Subtopics with the Highest Number of Requests

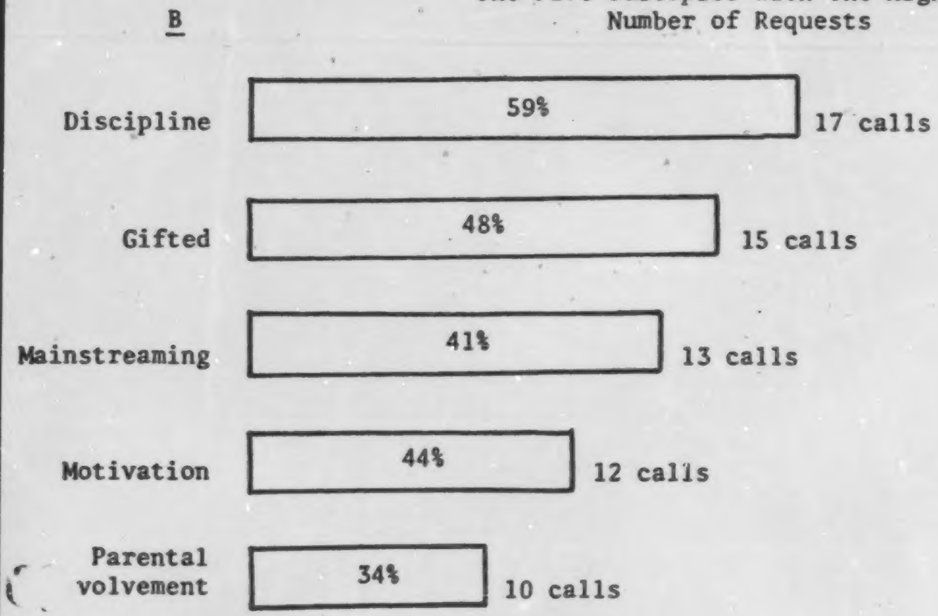
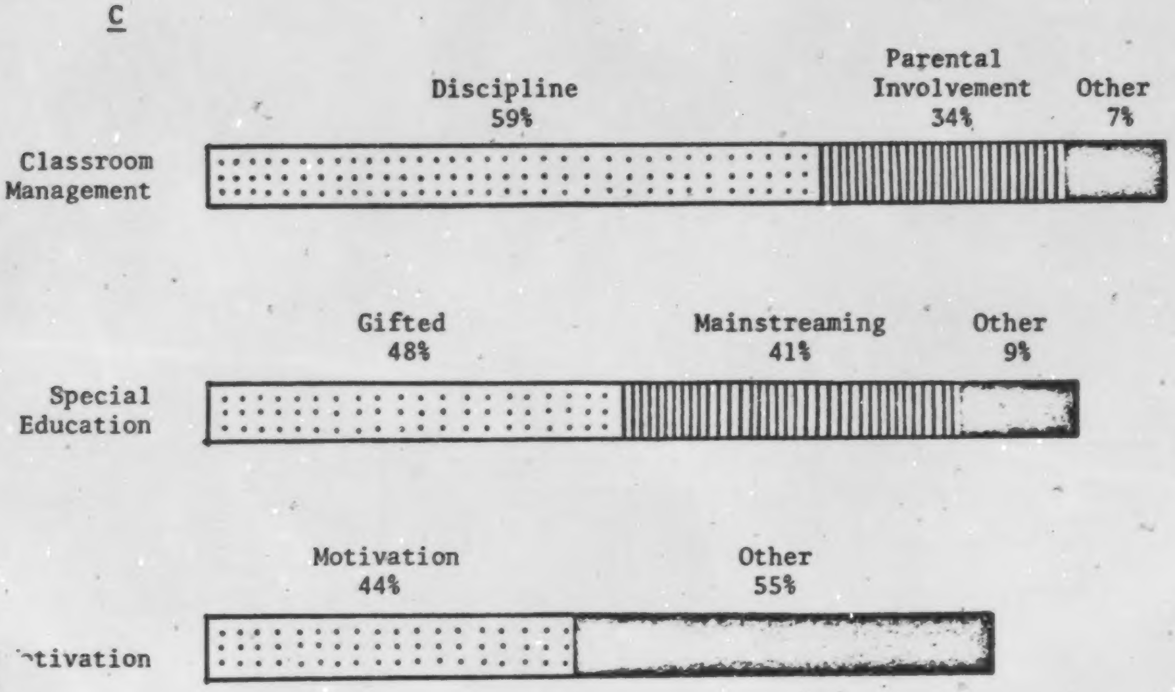


Figure B represents the percentage of requests in the subtopic within the category.

Subtopics in Relation to the Categories



THE ORGANIZATION AND OPERATION OF AN INSERVICE EDUCATION SYSTEM

by

Ella L. Holly
Information Specialist
NEA Inservice Education Project

In the NEA's recent study, the processes involved in identifying, screening, and describing R&D based inservice materials developed gradually and were based on user and information specialist needs. Beginning in November 1976, over 600 R&D inservice products were screened, described, and made part of the project's information bank. The majority of these products were entered in the system during the project's first two years.

What are R&D products? The NEA's original project proposal to the NIE defined R&D products as, "those curricula, products, skills, program instruments, teaching and management methods and techniques, and the like that are produced by disciplined inquiry involving activities normally considered part of the R&D process...R&D outcomes that have been designated by their developer and/or publisher as being targeted to the inservice education of teachers and that are deliverable to a site in a usable form...."

A product may consist of print or audiovisual materials or both. It may be a multimedia kit including combinations of films, videotape programs, filmstrips, records, tape cassettes, handbook materials, instructor's manuals and texts for participants.

Unlike other educational R&D based products, teacher inservice materials are not identified primarily through numerous commercial sources. Until the

NEA's Inservice Education Project developed the information bank for these materials, teacher had little access to information about inservice products. For these reasons, R&D materials have been under-utilized in inservice programs.

In the early stages three sources to identify products were used by the project's information specialist. The 1974 Computerized Catalog of the Stanford Center for Research and Development in Teaching was the first major source. The massive computer printout lists products in seven subject areas. The list includes the name of the product, subject area, and distributor's name and address.

Two other catalogs provided primary sources for locating R&D products. The 1975 Maryland Catalog of Competency Based Teacher Education Materials and the 1972 Catalog of the Florida Center for Teacher Training Materials list products in the areas of basic skills, teaching strategies, motivation, and classroom management.

Although these catalogs led to the identification of many R&D products, there was very little success in obtaining the products listed by those sources. First, the Stanford printout and the Maryland and Florida catalogs were outdated. Once contact was made with a distributor or developer, it was found that many of the products were no longer available. A second problem arose because many distributors had relocated since the catalogs were printed and a few had gone out of business.

It became apparent that new sources would have to be tapped to identify R&D products. A massive telephone search for sources of R&D inservice products took place between January 1977 and August 1977. Catalogs were requested from educational labs and centers, commercial publishers, universities, and professional associations. Government agencies were contacted to get information on "who" could be possible sources of inservice products.

Computer searches of the Educational Resources Information Center (ERIC) and the Bibliographic Retrieval Service (BRS) were also made to locate product information, but abstracts provided by these agencies described research documents instead of inservice products.

Product Ordering

Once sources of products were identified, a written inquiry was sent to the distributor (see Attachment A). This inquiry assessed such product information as field testing, requirements for use, and components.

After the inquiry was returned, a formal purchase requisition form was sent to the distributor (see Attachment B). Due to the lengthy amount of time necessary to send inquiries and wait for returns, the procedure was truncated. It was found to be more expedient to make a telephone inquiry, then send a purchase requisition form.

The project's contract with NIE stipulated that the information base was to be developed around the subject areas of career education and the basic skills. But the data base was also to be developed as a user-based system. Thus, after users began to express interests related to such broader areas as teaching strategies and special education, permission was requested from NIE, and granted, to expand the number of categories.

Although purchase requisition forms to obtain products were sent to selected distributors, this did not authorize product purchase. Products were purchased after the describing process was completed. Storage facilities at project headquarters and the high cost of purchasing films and multimedia kits dictated the necessity to rent these products.

Product distributors were excited by the project's goals. They were particularly interested in a way of advertising their products in the project's information dissemination process. Furthermore, distributors received copies of descriptions of their products that were entered into the information bank, and were invited to comment on the technical quality of the descriptions. A cover letter from the project director was mailed with the descriptions (see Attachment C).

Distributors were highly cooperative in providing products and reviewing descriptions. Many products were sent to the project on loan or free preview. Several educational agencies donated their materials to be housed in the project's resource center.

The identification of inservice product sources resulted in two developments. First, a strong link was built between the project and cooperating companies or agencies. Second, because of loans of products, the project was able to divert to other program areas $17,777 of the original $37,500 budgeted for purchase of products.

Another step involved in ordering was the development of a purchase requisition file. A copy of each requisition form was filed in chronological order, along with the returned inquiry form. A product control number was assigned to each order. All information concerning a product was filed in a folder bearing the distributor's name and product control number. Finally, a notebook was maintained as a cross reference and to log in products when they arrived at project headquarters.

The next procedure was a "hands-on" screening of the selected products; a review of all components to ensure that they met the follwoing criteria:

1. The product had been developed for the purpose of inservice training of teachers.
2. Clinical or other field testing was evident.
3. All major components of the product could be obtained by the public.
4. The product would address the professional needs of teachers.
5. The product was not outdated in technical or content quality.

Once the hands-on screening was completed and the product successfully met all standards, it was ready to be described. If the product did not meet the criteria, it was returned to the distributor.

Product Describing

The responsibility for describing products was assumed by the project in March 1977. Twelve individuals were selected to describe products on a part-time basis. Those selected had qualifications of a strong educational background, and most had classroom teaching experience. All describers participated in a training session facilitated by project staff and Dr. Robert McClure. This training session included a synopsis of the project, examples of R&D products, detailed briefing in the use of the analyst's guide (a tool for analyzing products to extract specific information), and a group exercise in describing a product (see Attachment D). Describers were contracted to describe a minimum of five products and a maximum of no more than 20. The price paid for a description of each product was based on the number of product components and type of media. A price scale was developed for the three types of products:

Modules, programmed textbooks	$25.00
Videotapes, films, filmstrips, and audiotapes	$50.00
Multi-media kits and complete series of modules	$75.00

Products were assigned according to the describer's interest and background. Audio-visual materials were screened in the NEA's studio facilities.

Each describer had his or her own method for describing products, but the basic steps and format were consistent. The first step was taking an in-depth view of the product. Information specialists worked with describers to determine the time and equipment required to view media components. Describers were responsible for reading and viewing product components. Where there were extensive reading materials, describers carefully scanned the literature and kept accurate notes.

Once the describer became thoroughly acquainted with the content and intent of a product, the seven-page description was written (Attachment E), following the directions given in the Analyst's guide. If a describer determined that a product did not have a built-in training design, it was designated as a training resource, and a one-page description was written (see Attachment F).

Written descriptions were turned in to the information specialists for editorial refinement and typing. Then each was coded and indexed for the project's retrieval system. One hundred and fifty copies were printed of each description. Descriptions were shelved in the office by category in literature trays. One copy was given to each information specialist for her reference, and these were maintained in subject catalogs that contained, in chronological order, all descriptions within a particular category. A table of contents was maintained for each catalog, listing code number and description title.

In August 1977, the information specialists attended a training program at the Educational Products Information Exchange (EPIE). With EPIE's assistance, a detailed analyst's guide was developed, along with a new description format (see Attachment G). Although the suggested description format was not adopted by the project, the existing format was revised to give to describers explicit guidelines for writing each section. A style sheet was developed to help describers control quality writing standards (see Attachments H and I).

A second training session was held for describers in August 1977. This session focused on using the new analyst's guide, style sheet, and revised format. Describers were required to review their previous descriptions and make the necessary corrections.

Although the NEA had originally contracted with the Far West Laboratory for Educational Research and Development to write the product descriptions, the process was quickly found to be cost ineffective. It was necessary for project headquarters staff to themselves assume the describing process. Needless to say, taking over the describing process from Far West Laboratory did cause problems. For the first six months of the process, there was no full time description editor which created a backlog of product descriptions. Problems were also encountered with products. Certain products required numerous components, a fact which often did not become apparent until a describer had begun work. On several occasions products from a series were described out of sequence. Arrangements had to be made with both the distributor and describers to ensure delivery of materials in proper sequence. The greatest obstacle was the time factor. Between March and August 1977, over 200 products were ordered, described, typed and edited, indexed, coded, and printed. Although a constant effort was put in the describing process, it was difficult to maintain high standards of quality.

The Information Retrieval System

Teachers from Phase I project sites began to request information in November 1976. It was originally anticipated that teachers would identify broad problem areas such as teaching strategies or reading. Instead, teachers requested information on specific areas. It became immediately apparent that some type of retrieval system was necessary to provide easy access to information contained in the data base.

The first step in developing the retrieval system was the creation in January 1977 of a subtopic index to assist information specialists identify teacher problems. A majority of the subtopics were idnetified by teachers. In the index, subtopics were listed for each category. For example, comprehension may appear as a subtopic of reading, biology a subtopic of science, and inquiry skills a subtopic of teaching strategies. In all, the index listed over 120 subtopics.

The subtopic index was used to determine priority areas for product ordering and describing; each description was indexed and coded by subtopic. All subtopics were listed on the bottom of the first page of the descriptions.

Descriptions were coded in chronological order within each category. For example, the code, CM8, represents classroom management, eighth description. The codes were placed in the lower left hand corner of the front page of all descriptions.

In addition to the subtopic index, the information specialists maintained a vendor file, a product title file, and product description catalogs. The vendor file, which listed all products by distributor, was particularly useful as a reference to prevent purchase duplication.

The title file contained index cards listing alphabetically the title of each product. One card was maintained for each product. White index cards were used to designate inservice materials, while salmon colored cards indicated preservice materials. The cards were coded to indicate if a user critique accompanied the product description, whether the product was largely instructional, and if an ERIC description was available.

In June 1977 a consultant from the ERIC Clearinghouse for Teacher Education was retained to work with project staff in developing an information retrieval system. An edge-notched card system was implemented, and a card was completed for every product in the information bank.

Information pertaining to products could thus be retrieved by category, eighty subtopics, media, grade level, and learning style for product implementation. It was discovered that although the edge-notched card system was inconvenient in handling telephone requests, the system was well suited to use by individuals visiting project headquarters or by less well trained staff members recruited to service the telephone during the temporary absence of both information specialists.

Once an information system is conceived, it needs constant nurturing to remain alive with accurate and current information. This is especially true of the inservice product bank. The life span of inservice products varies. The project discovered that products produced by commercial publishers are usually available for five years. Those products produced by government agencies, local school districts, and universities have a much shorter life span. It was the project's experience that written materials seem to last indefinitely, but films and videotapes become technically outdated in three years.

Other problems occur when producers of inservice products go out of business. On several occasions producers have recalled products for revisions. A near catastrophe almost happened when one major distributor relocated and did not notify the project. All this adds up to a constant updating or removal of descriptions in the information bank.

Product descriptions were continuously revised, based on both distributor and client feedback. Distributors, after receiving copies of project descriptions, contacted the project to announce higher prices and new addresses. As teachers ordered various products, they learned about changes in telephone numbers or addresses, and passed the information on to project staff.

In order to prevent costly reprinting of descriptions, information specialists prepared errata sheets for those descriptions which required revision. The errata sheet listed the corrected product information and was attached to the description (see Attachment J).

The Toll-Free Telephone Information Service

The information service opened January 3, 1977 to 57 project sites in twelve states. In January 1978 the service was made available to educators throughout the continental United States. The toll-free line quickly became known as the "hotline," through which could be contacted two information specialists who had access to over 600 catalogued and described inservice products.

There were several ways by which the hotline was announced to non-project sites. Telephone calls kept the hotline busy after the 1978 January/February issue of NEA's Reporter told of the project's service. The Iowa Education Association's Colonial Newsletter, the West Virginia School Journal, Appalachian Education Magazine, and the Journal of the Association for Exceptional Children promoted the hotline. Other disseminators of information about the project included the project's state facilitators, local education associations and government agencies (see Attachment K).

Presentations and workshops on the project's services were made by staff in Houston, Texas; York, Virginia; and Louisville, Kentucky. Information specialists facilitated sessions on inservice product utilization at the 1977 and 1978 Instruction and Professional Development national conferences of the NEA. Exhibitions and meetings with educators were also set up in Charleston, West Virginia and Washington, D. C.

Before calling to request information teachers were requested to: (1) conduct an assessment of teacher-expressed needs; and (2) develop a statement of purpose summarizing the needs of highest priority.

In calling the hotline, teachers were asked to identify the grade levels of inservice program participants. All callers were asked to identify their role in organizing the program. This information was needed to assist information specialists in retrieving product descriptions that would most appropriately meet the needs of clients. Special materials were available on how to use the information service to receive inservice product information. These materials were sent to callers upon their request (see Attachment L).

Information specialists asked callers about the status of needs assessment, intended program participants, and administrative involvement. "Hotline" conversations often last 15 minutes or longer. During conversations information specialists suggested ways to implement inservice programs using the products in the inservice bank. No recommendations were given to use any specific products for an inservice program. Teachers expressed delight with the information service. For many, it was the first time they were given the opportunity to discuss their inservice problems with a person who was supportive and able to assist them.

After a call was received on the hotline, one of the two different user request forms was completed. One form documented calls received from project sites and the other recorded calls from non-project clients (see Attachment O). Information such as the caller's address, title, date, problem statement, and selected category were written on the form. The subtopic index was checked, and the appropriate description codes were written on the form. The user request forms were filed in two separate indexes. Both indexes were maintained chronologically by state. Once a hotline request was received, the caller identified specific problem areas, the information specialist referred to the appropriate category, and then listed the appropriate subtopics with description codes.

After the information was noted on the user request form, the selected descriptions were retrieved from the shelves. In addition to sending descriptions, information specialists also enclosed errata sheets, product rating forms, and a worksheet on using product descriptions in planning inservice programs (see Attachments N and O). The information package was then mailed, usually on the same day of the caller request.

ATTACHMENT A

INSERVICE EDUCATION R&D INQUIRY

I. a. Title:______________________________

b. Author(s):____________________________

c. Publisher:____________________________

(The above information was secured from the computerized catalog of teacher training products compiled by the staff of the Stanford Center For Research and Development in Teaching.)

II. Is the above described material still available and in print?

Yes_____ No_____

III. If "Yes," please make any corrections required in the information listed under item I and SKIP TO QUESTION V.

IV. If "No,"

a. Please indicate the reason for discontinuing (check one or more)

1. Superseded by more recent materials _____
2. Dwindling supply on hand _____
3. No funds available for reprinting _____
4. Lack of sales _____
5. Field testing indicates further development required _____
6. Other (please state)____________________

____

____

b. If superseded by another product, please provide information in space provided below and answer Questions V through XI for the alternate product(s) you have listed.

Title____________________________

Author(s)__________________________

Date_____________________________

c. If "b" (above) does not apply please respond to Question XII and return this form to us.

V. Does the product have an R&D base? (See definition on page Three of this form.) Yes _____ No_____

*If the product requires the purchase of component materials distributed by another source please refer to Question IX.

VI. If "No," please skip to Question VIII.

VII. If "Yes," please supply (by sending descriptive literature or answering the questions below not covered in available literature).

a. Name of developer:______________________________

b. Inclusive dates of development________________________

c. Field tested? Yes_____ No_____

d. Are there plans for further development? Yes_____ No_____

e. Evidence of effectiveness:________________________

____

____

f. Other information which describes R&D base:

____

____

____

____

VIII. Is the use of the product dependent on any of the following

a. Prerequisite college course? Yes_____ No_____

b. Requires staff trainer or leader? Yes_____ No_____

c. Employment of outside consultant? Yes_____ No_____

If "Yes," please describe___________________________

____

d. Other (please state):_____________________________

____

____

IX. If component materials (films, filmstrips, texts, etc.) are required, but available from sources different from the one listed in Question I, please attach full information re: distributor-name, address, telephone number, and name of individual to contact.

IXa. Also indicate if this is part of a series in this field.

X. Cost...

List price. (Please provide as complete information as possible. Indicate whether or not the price of components is included or if these must be ordered separately.) Indicate cost and conditions of components available for preview:

XI. Cost to NEA:

Should we decide to order, can complimentary copies be made available to NEA for purpose of describing and entering in our information system? If not, please indicate under what circumstances the material can be made available to us.

XII. Name, address and telephone number of person supplying this information:

____

____

____

Please return to:

NEA/NIE Inservice R&D Project
ATT: Dee Preusch
National Education Association
1201 - 16th Street, NW
Washington, D. C. 20036

Following is the definition of "R and D outcome" used by NIE in its Request for Proposals:

Those curricula, products, skills, programs, instruments, teaching and management methods and techniques, and the like, that are produced by disciplined inquiry involving activities normally considered part of the R & D process, such as conceptualizing, hypothesizing, model developing, field testing, data gathering and analyzing, and evaluating. Empirical evidence of effectiveness judged according to professionally acceptable standards is also a hallmark of R & D outcomes. Included in this definition are those programs developed by local schools and shown to be effective and of high quality.

ATTACHMENT B

Category:

Ca' log:

PCN:

PURCHASE REQUISITION

Catalog No.	Product Description	Price

phone order? _____

do not send confirmation _____

Vendor: ______________________________

____

____

____

Telephone number (include area code): ______________________________

Ship to: ______________________________

# # # # # # # # # #

Ordered: ______________________________

Returned to vendor: ______________________________

ived (FWL): ______________________________

Received (NEA): ______________________________

Described: ______________________________

Shelved: ______________________________

Notes: ______________________________

____

ATTACHMENT C

nea
NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D C 20036 • (202) 833-4000
JOHN RYOR, President
TERRY HERNDON, Executive Director
Project on Utilization of Inservice Education R&D Outcomes 833-4348

MEMORANDUM

To: Developers/publishers of inservice education R&D materials

From: Robert A. Luke, Project Director

The National Education Association is the primary contractor for a project funded by the National Institute of Education for the purpose of accelerating the use of--and disseminating information about--the total range of research and development products that can be used in the inservice education of teachers. (The definition of R&D as it relates to our project will be found at the close of this memorandum.)

The program calls for us to make available to teachers descriptions of R&D-based inservice education materials. The information entered into the system will be developed by trained describers according to criteria tested during a pilot project in 1975-76. (The pilot program was also funded by NIE.) An important byproduct of the project is the updating of existing R&D indices in this field.

A copy of the description of a product issued under your auspices is enclosed. (In some instances, more than one description may be enclosed.)

All descriptions will be periodically updated, particularly as information on the final page, "User Critique," becomes available.

In spite of our best efforts to verify catalog information, we know that errors are made. We hope, therefore, that you will carefully check the descriptions we have enclosed for any technical errors they may contain. Necessary changes will be made in future reprintings.

The service we offer to teachers is, of course, of direct benefit to developers, publishers, and distributors in that we provide up-to-date information about products, their availability, and source. We do not loan or subsidize the purchase of products. Securing products is, of course, the responsibility of the school districts offering inservice education programs. We do not enter any product into our system that is not currently available.

We will welcome information about new products, about existing products which you may have reason to believe may not yet have been brought to our attention, or anticipated revisions of the product described.

We will continue to send to you descriptions of your products as they may be developed.

Following is the definition of "R&D outcome" used by NIE in its Request for Proposals:

> Those curricula, products, skills, programs, instruments, teaching and management methods and techniques, and the like, that are produced by disciplined inquiry involving activities normally considered part of the R&D process, such as conceptualizing, hypothesizing, model developing, field testing, data gathering and analyzing, and evaluating. Empirical evidence of effectiveness judged according to professionally acceptable standards is also a hallmark of R&D outcomes. Included in this definition are those programs developed by local schools and shown to be effective and of high quality.

/ljk

Enclosure(s)

ATTACHMENT D

ANALYST'S GUIDE

B. IN - DEPTH INFORMATION

TITLE: (Give full title of product. Indicate whether single item or part of a larger set or system. If so, name that system.)

PUBLICATION DATE(S): (If not obvious, look for coded number such as in a copyright designation.)

INDENDED USERS: (Specify the kind of problem this product purports to solve as well as designating the kind of practitioner for whom it is designed, e.g., teachers, inservice and preservice, seeking a brief overview of classroom management methods.)

GRADE LEVEL(S): (Refers to grade/age level of students with whom participants work.)

NUMBER: (Optimum number of participants that can be accommodated with one set of materials, except as noted under 3.0 "Activities" and C-1 "Adaptability.")

PRIMARY FOCUS: Concise statement using thesaurus descriptors of inservice areas--intents/contents: skill buiding, information/understanding, imparting attitude change/values clarification, in selected instructional/subject areas.

1.0 PURPOSES

Mention each of the following; indicating whether stated directly in the product, inferred by you, or not stated. Quote or paraphrase where possible.

a. RATIONALE: Two kinds of rationale can be summarized here: one that deals with why the product was developed, what need it is supposed to fill, at what kinds of teaching problems it is directed. Another rationale that describes the theoretical basis for the product, the assumptions regarding how teachers learn or how change can be brought about in teaching may also be summarized.

b. GOALS: General statements of anticipated outcomes, if stated or implied. Broad goals that the product is intended to achieve, general expectations for what should result from the use of this product. Quote what the producer says, when possible, or paraphrase.

C. OBJECTIVES: Specific statements of anticipated outcomes. Specifying objectives, or outcome expectations, for the product--often given at the beginning of each subsection. Quote directly, if space permits; otherwise describe the form in which the objectives are given and supply representative examples. Objectives may deal with the building of skill or competencies, gaining information or understanding, and/or attitude change or value clarification.

2.0 CONTENT - SCOPE AND SEQUENCING OF TOPICS:

a. SCOPE

List main topic or content areas covered in the product. List in the order in which they are taken up in using the product, if appropriate--anticipating section on sequencing.

There may be at least two kinds of topics: one kind dealing with teaching competencies such as those related to individualizing instruction or assessing pupil progress and the other with school subject areas such as reading or mathematics. Mention also in this section the topics that might be added through reference to any supplementary materials or bibliograpic citations.

For exah topic listed, give some indication of the degree of depth to which it is treated (number of paragraphs or pages), so as to indicate to the reader whether merely mentioned (at one extreme) or dealt with extensively. It might help to indicate topic coverage is on a scale from purely theoretical/philosophical to actual applications in the teacher's classroom.

b. SEQUENCING (if crucial, explain how and the basis for it)

If author/producer indicates that the topics and procedures should be taken up in a particular order, indicate what the order is--perhaps by referring to Scope, above--what basis there is for that sequencing, and how important the following of the order is to success in using the product. Also indicate whether there are prerequisites to the use of the product, any pretests or other means for determining individual readiness to use the product, and whether every user must go through all the content and procedures or provisions are made for skipping parts dealing with proficiencies that have already been developed.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 DESCRIPTION OF MAIN IN-SERVICE ACTIVITIES: (of who does what, when, how: Main inservice activities)

Prose sketch of what use of this product looks like in operation. What kinds of activities participants would engage in, with whom, when, and in what order, trainer/trainee roles, relationship to actual classrooms, etc. In writing this sketch, name by title (see 5.3) the components that are used in carrying out the various activities.

3.1 HELP GIVEN IN USE OF PRODUCT (manuals, guides, available training, etc.)

Describe what comes with the product, or is listed in writing as being available on request--as a training consultant. Include in your description an indication of the degree of detailed help given--that is, how much of the actual procedures for using the product is covered in the manual(s) that accompany it and how much would have to either be known to the user or obtained elsewhere.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING (Assessing Participant Growth) (What is evaluated, by whom, how, how used)

Tests, inventories, checklists, observation schedules, or other means of assessing participant status or progress--whether administered by the participants themselves, or by someone else such as an instructor, and whether used as pre-midway-post-assessments, formative or summative evaluation.

5.0 ORDERING INFORMATION

5.1 RESOURCES REQUIRED/RECOMMENDED:

(Include participant time, trainer/consultant time, space and equipment requirements, materials required/recommended, both a) those that come with the product, and b) those which must be supplied by the user, including important administrative/organizational arrangements that are related to the conditions of use, e.g., other teachers, students and classrooms, released time, space and equipment, supervisory logistical support.)

5.2 DISTRIBUTOR NAME/ADDRESS:

(Be as complete as possible--name contact person if available. Always include a telephone number.)

5.3 COMPONENTS/APPROXIMATE COSTS:

COMPONENT	PURCHASE	RENTAL	NO. REQ.	REUSABLE

(All parts listed--special emphasis on those that need to be ordered separately, include distributor category numbers when available.)

TRAINING/CONSULTATION

(Identify source, procedures for acquiring, and approximate costs.)

PREVIEW COPIES AVAILABLE? _____NO _____YES

(If yes, how do you get them?)

Space left for any explanation that will help potential users get the materials. If analyst is aware of any ordering problems, indicate here. Use asterisks above and refer to this part of the page.

6.0 HISTORY OF DEVELOPMENT

6.1 IDENTIFICATION OF THE DEVELOPER:

(Name, institutional relationship, project title, key staff, etc.)

6.2 HOW DEVELOPED AND WHEN:

Summarize or paraphrase the producer's description, if any. For each product, indicate whether product a) was field tested and, if so, in what kinds of schools with what kinds of teachers/students, b) based on previous research (indicate which, with references), but not field tested in its present form, c) shows no indication of either a) or b). Include time period in which development took place

6.3 EVIDENCE OF EFFECTIVENESS WITH USERS:

(If available, how gathered, by whom, from what kinds of users.)

C. DESCRIBER CRITIQUE

1. APPROPRIATENESS/ADAPTABILITY/TECHNICAL QUALITY:

Your judgment of:

a. the need or problem which could be ameliorated through the use of this product including appropriateness for intended users.

b. how adaptable this product would be for different users, delivery formats, or content areas than those suggested by the producers.

c. language, editing, attractiveness, ease of use, especially any qualities which might significantly interfere with (or greatly enhance) its use.

2. CONTENT ACCURACY/SOCIAL FAIRNESS/COMMUNITY ACCEPTANCE ISSUES

Your judgment of any problems with a) factual accuracy, b) such matters as ethnic, sex bias, or stereotyping, or possibly controversial content.

3. OVERALL SUMMARY/COMMENT:

Include main strengths, weaknesses, potential problems, congruence among design parts.

ATTACHMENT E

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title:

Publication Date(s):

Intended Users:

Grade Level(s):

Number:

Primary Focus:

School subject(s) and/or inservice topic(s) covered:

What participant does in using the materials:

Resources:

Describer critique:

1.0 PURPOSES:

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3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

3.2 Help given in use of product:

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

5.2 Distributor name/address:

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

6.2 How developed and when:

6.3 Evidence of effectiveness with users:

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

Content accuracy/social fairness/community acceptance issues:

Overall summary/comment:

ATTACHMENT F

3/22/78

GUIDE FOR WRITING ONE-PAGERS

Everything remains the same for TITLE, PUBLICATION DATE, USERS, GRADE LEVEL(s), NUMBER AND PRIMARY FOCUS.

In the section, SCHOOL SUBJECT(S) AND/OR INSERVICE TOPICS COVERED: give an overview and list the major chapter/tape cassette headings.

In the section, WHAT PARTICIPANT DOES IN USING THE MATERIALS: combine what is on the first page with 3.1, 3.2 and 5.1. The particular items that should be covered are mention of bibliographies, references, suggested activities in the book/tape cassette described; as well as how long the item takes to complete. For books, the standard jazz of saying " the time needed to complete this 398 page book depends on the individual's reading rate. Follow up activities would require an additional, undetermined length of time."

In the section, RESOURCES: state what the product is, identify the developer(s) and any short, snappy line on that person(drawn from 6.1); follow that with the name, etc. of the distributor.

In the section, DESCRIBER CRITIQUE: Include your opinion, including what technical quality of product is like. Any problems with community acceptance, sex, racial biases ought to be mentioned--if there are no such issues, don't even mention it.

ADD PRICE RANGE at bottom.

INCLUDE YOUR INITIALS if you want all posterity to remember you for your one-pagers.

MARK TR in the lower right hand corner for Training Resource or,
TD in the same place for Training Design

Ella will assign subtopics and categories.

Use complete sentences. Even if these are one-pagers, we will not scrimp and save on grammar, classy expressions and fullness of statement. In other words, we turn out the same old bull shit, only in more condensed form.

DESCRIPTION OF INSERVICE EDUCATION MATERIALS

TITLE: (Give the title of the program or resource. If it is part of a series, indicate this in parentheses.)

AUTHOR(S): (Give the author's name. If there is more than one author, list the first one followed by et al.)

PRODUCER: (Give the producer's name and address.)

DISTRIBUTOR(S): (List all distributors along with their names and addresses, if different from the producer.)

TARGET GROUP: (Indicate if the program is intended for preservice or inservice use, the grade levels and subject area(s) of teachers who will use the program or resource, and any other characterisitcs of the target group. Be sure to indicate if this information is specified by the developer. If you, the describer, feel that a program or resource can be adapted to grades beyond those mentioned by the developer, you may indicate this.)

PUBLICATION DATE: (Give the publication date of the material(s) and indicate if they are copyrighted.)

MEDIUM(A): (Indicate the medium(a) utilized, e.g., print, sound filmstrips, 16mm films. If you select print as the medium, specify what type of print material the program or resource is, e.g., textbook, workbook, instructor's guide or manual, duplicating masters, or any others.)

INTENDED USE: (Indicate if the material is a program or resource. A program is defined as a primary instrument for use in training. Resources are those materials that are intended to enrich or otherwise augment a program.)

COMPONENT: (List the exact titles of all components along with their prices, if known. Also indicate the purchase price of the entire program.)

	Component	Purchase	Rental	No. Required	Reusable
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

B. Purpose

RATIONALE (Explain or quote the author's reason(s) for developing the program or resource. If you quote, quote accurately. ___specified by developer; ___source/pages; ___inferred by describer.)

You may want to report on assumptions re:

___subject matte
approach
___societal nee
___skill buildi
___"affect," e.g
improve attitudes, change
learning clim

B.2 GOALS (Give examples of goal statements, or statements from which goals can be inferred. ___specified by developer; ___source/pages; ___inferred by describer; ___left to user.)

You should repor
on:

___explicitness
___achievement
expectations

B.3 OBJECTIVES (Give examples of objectives, or statements from which objectives can be inferred. ___specified by developer; ___source/pages; ___inferred by describer; ___left to user.)

You should repo
on:

___explicitness
___achievement
expectations

Objectives may
deal, among oth
things, with:

___skills or co
petencies
___gaining inf
mation or
understandi
___attitude ch
or value
clarificati

C. Content

C.1	SCOPE (If material is printed matter, list table of contents and give pagination. If the program consists of tape cassettes, filmstrips, or films, list the titles and time of each. If the program consists of a single tape cassette, filmstrip, or film, indicate its title, time and major topics covered.)

C.2 SEQUENCE (What does the developer say about sequence? If the developer leaves sequence to the user, what can you infer about it?)	___ Are there prerequisites for the use of the product (e.g., tests or other means of determining readiness)? ___ Does the developer intend this material to be used in a particular sequence?

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D. Activities and Resources Involved in Use of Product

D.1 DESCRIPTION OF MAIN INSERVICE ACTIVITIES	Describe a typical session and report on: __ persons with whom learners interact __ learning setting __ role of instructor __ role of learner __ grouping arrangements __ pacing __ time
D.2 HELP GIVEN IN USE OF PRODUCT (___ This material is a resource and would have to be worked into the training design by the user.)	Indicate __ if teacher's manuals or guides are available __ if guidelines for adaptation are supplied __ if the instructor must have special qualifications

E. Evaluation of Teacher Inservice Learning

What tests, inventories, observation schedules, etc., are used to assess participant status or progress? Are these evaluation instruments pre-, midway-, or posttests? Are these tests administered by the participant or by someone else? (___This material is a resource, a means of evaluation would be developed by the user based on the training design.)

F. Physical Characteristics

F.1 TECHNICAL QUALITY (Comment on the technical characteristics of the components and call attention to any which would enhance or detract from intended use. Are the visuals clear? Are they in color, or black and white? [You may wish to describe your aesthetic reaction to the visuals.] Are audio materials clearly narrated and easily understandable? Are audio frame-advancement signals of filmstrips audible or inaudible or both? Can the purchaser choose between records and audiocassettes? What types of hardware are necessary? Are sound filmstrips, for example, compatible with only certain kinds of equipment?)

F.2 IMPLEMENTING THE PRODUCT (How much time does the participant spend on using this product? What are space and equipment requirements? What must be supplied by the user, e.g., administrative/organizational arrangements, other teachers, students and classrooms, supervisory and logistical support.)

G.1 IDENTIFICATION OF THE DEVELOPER (Give the author's name and indicate his or her institutional relationship, project title, key staff, and teaching experience. Include the source of this information.)

G.2 HOW DEVELOPED AND WHEN (Summarize the developer's description, if given. Include answers to the following: Was product field tested? If so, what kinds of schools, teachers, and students were involved? If the product was not field tested in its present form, but was based on earlier research, what was that research effort? What was the time period in which development took place?

___This material is a resource. It provides a paper(s) or speech(es) developed by educational authorities, for example. As such, it reflects the experience and scholarship of the author(s) and has therefore not been field tested.)

G.3 EVIDENCE OF EFFECTIVENESS WITH USERS (What are the field-test results of the training program? What revisions resulted from the field testing, and why? [Claims of commercial success are not applicable.])

H. Describer Critique

H.1 APPROPRIATENESS **(Does the program or resource adequately enable the users to achieve the stated purpose?)**

H.2 ADAPTABILITY **(How adaptable is this product for different users, learning settings, grade levels, or subject areas?)**

H.3 CONTENT ACCURACY/SOCIAL FAIRNESS/COMMUNITY ACCEPTANCE ISSUES **(You may wish to comment on a. factual information, currency of information, appropriate placement of topics; b. ethnic or sex bias; or c. controversial content. Give concrete examples.)**

H.4 OVERALL SUMMARY/COMMENT (Comment on main strengths, weaknesses, or potential problems involved in use of this product.)

ATTACHMENT H

STYLE SHEET FOR PRODUCT DESCRIPTIONS

Common terms

inservice
preservice
pretest
midway-test
posttest

pre-assessment
post-assessment
midway-assessment
and (not & or +)

Notes on Style

1. Capitalization

In Intended Users, Grade Level(s) and Number capitalize the first word; put all other words in lower case. E.G.

Preservice and inservice teachers.......
Group(10-15) and individual
Elementary and secondary

2. Use complete sentences for all entries, except for title, publication date(s), intended users, grade levels, price range and number(all appearing on page 1).

3. Underline title(s) of books, notebooks, pamphlets when they appear in the main body of the description(This does not apply to part 5.3 which shows a listing by title all the components).

4. For the Content section:
List the table of contents for printed material accordingly:

I. Criticism and Crisis in Education (pp 3-28)
II. Excellence, Relevance and Accountability(pp 29-52)
III. Theories of Career Development (pp 53-94)
(etc.)

5.*When quoting, give the source and author(if known). Page numbers are not required. E.g.—"According to the developer, Dr. Lewis, this module is designed to:'......................'"
"In the Introduction, the developer states:'...........'".
Keep quotations to value judgments, opinions and key instructions. In the case where the developer describes the background of the persons that designed a product, quote only those statements that are judgments. E.g. "The developer stated that the principal researcher of this product was ' a skilled practitioner of the language arts, having won many awards as a teacher at the elementary school level over the past 15 years.'"

Check to
e if you
e used
th opening
d closing
otation
arks

6. If, as describer, you infer the Rationale, Goals, Objectives, Sequence, Grade level, Intended user, Equipment needs or time to complete the product, be sure to distinguish your inference from what the developer says. For example, you might say:

"While the developer states this product is applicable to teachers from grades K-12, the describer feels that the product will have more applicability to the elementary grades--since most of the illustrative material is drawn from elementary grades."

Or, you may say:

"The developer does not specify the grade level. The describer feels that, since most of the illustrative material is drawn from junior and senior high school reading programs, it would be most suitable for secondary level teachers."

Or, you might write:

"In the introduction, the developer states:'These components (interpersonal relations, supervisory systems, teaching strategies)...have been conceptionalized into a rationale for modifying and improving teaching behavior.' It is therefore inferred by the describer that an understanding of these three components is essential for facilitating constructive learning, growth and change and in identifying and developing alternative teaching behavior on the part of the teacher."

In each of the cases, make sure you indicate the reason why you chose the Grade level, Rationale, Goal, etc.---which are different from that suggested by or not stated by the developer. The reason could be drawn from something the developer said or what is covered in the material.

7. Abbreviations
If abbreviations for associations or groups are used more than once, spell out the organization's name, then use abbreviations for it in parentheses, and use only the abbreviations from there on out.

8. For CONTENT - Scope and Sequencing - begin copy by first writing Scope (at upper, left hand) and then insert Sequencing right above the copy you have for that section.

ATTACHMENT I

REVISION/February 1977

ANALYST'S GUIDE

B. In-Depth Information

Title: Give full title of product.
If product is part of a series, name the system it comes from; as well as its place in the sequence.

Publication Date(s): If none is given(such as for a film), ask the developer for it.
(If material is not to be reproduced without the consent of the developer, state that. move to

Intended Users: Designate the kind of teacher for whom product is developed (pre-service, inservice), and state the kind of problem the product aims to correct.

Grade Levels: Give grade level of students that users are teaching. (If the describer feels the product is applicable to grades beyond the level mentioned by the developer, state this.)

Number: Give the optimum number of participants that can be accomodated with one set of materials.

Primary Focus: Make a brief, concise statement showing:
- intent of product (e.g., skill building, information, understanding, attitude change); and
- content of material (i.e., selected instructional subject area).

(Subtopics within category)- FOR CROSS INDEXING

1.0 Purposes

Quote or paraphrase where possible. If the purpose is inferred by describer, state this.

Include rationale. (1) Why was the product developed? (Or, if this is not given) (2) What is the theoretical basis of the product?

State the anticipated outcomes. What are the broad goals of the product?

Give specific statements of expected outcomes.(For example, what skills, competencies are teachers supposed to develop through the use of the product? What new, or standard, information is taught? Are attitude change, value clarification or understanding included as objectives?)

2.0 Content-Scope and Sequencing of Topics

If the product is printed matter, list the table of contents.
If the product is a tape cassette (or several cassettes), list the titles that are written on them.
If the product is a film, state the major topics covered.

Indicate the number of pages given to each subject heading(on printed matter), and the length of time devoted to subtopics on tapes/films. (This information will help to indicate the topic coverage on a scale from purely theoretical to actual application in the teacher's classroom).

If there are prerequisites to the use of the product, indicate them.(E.G., pre-tests or other means of determining readiness for use of product).

Can this material be used in part (requiring adaptation), or must it be used sequentially and in its entirety? (If it is to be adapted, Add-"Refer to C-#3").

3.0 Activities and Resources Involved in Use of Product

3.1 Description of Main In-Service Activities

How does this product work? (What activities are performed? With whom do users interact? Where do they do the training? What is the sequence of activities? Are there components used in carrying out the activities? ---If so, Add: "See 3.2 and 5.3")

3.2 Help Given in Use of Product (Manuals, Guides, Available Training)

What comes with the product?

What does not come with the product, is a necessary component to the product, and must be ordered from another distributor? (If there is/are such items, Add-"See 5.3 for ordering instructions").

Is there a bibliography listed in the product?

4.0 Evaluation of Teacher Inservice Learning

What tests, inventories, observation schedules, etc., are used to assess participant status or progress?
Are these evaluation instruments pre-/midway-post assessments?

Are these tests administered by the participant or by someone else?

(If no procedure for evaluation is suggested, indicate that an instructor could design one).

5.0 Ordering Information

5.1 Resources Required/Recommended

How much time does the participant spend on using this product?

What are space and equipment requirements?

What materials are required/recommended?

What must be supplied by the user?(E.g., administrative/organizational arrangements, other teachers, students and classrooms, supervisory and logistical support).

5.2 Distributor

Give name of contact person, if available.

Include telephone number along with address.

5.3 Components/Approximate Costs

Give title of product and then:

Include items that come with product and items that do not come with package. (Give prices, addresses, telephone numbers of distributors in the latter group)

Is it possible to preview films, filmstrips, etc.?

6.0 History of Development

6.1 Identification of the Developer

Give name, institutional relationship, project title, key staff.

6.2 How Developed and When

Summarize developer's description, if given. (Include answers to the following: Was product field tested? If so, what kinds of schools, teachers and students were involved? If product was not field tested in its present form, but was based on earlier research, what was that research effort? What was the time period in which development took place?)

6.3 Evidence of Effectiveness With Users

How was information on field-testing gathered? By whom? From what kinds of users?

C. Describer's Critique (page 7)

I. Appropriateness/Adaptability/Technical Quality

What is the need that is addressed in the product? Is the product appropriate in meeting this need?

How adaptable is this for different users?

What qualities significantly interfere with--or greatly enhance---the product's use? (i.e., language, editing, ease of use)?

2. Content Accuracy/Social Fairness/Community Acceptance Issues

Is content factually accurate? (If describer is uncertain--due to unfamiliarity with the current trends and knowledge of a subject--he/she can say, " The reputation of the developer--based on his/her years of research in the selected subject area, is the best indicator of this product's content accuracy.")

Is there ethnic or sex bias?

Is there controversial content?

3. Overall Summary Content (Paraphrase this for Describer's Critique on front, summary sheet)

What are the main strengths of the product?

What are the drawbacks? In each case, use a positive approach or state how drawbacks can be overcome. For example:

(1) If the text seems flat, wordy, dull, or includes a lot of technical jargon----- one might state the developer uses a matter-of-fact approach, an academic or scholarly style of writing.

(2) If the material seems repetitive----the describer could state that the content includes reinforcement of information, that can (a) introduce new information to beginning teachers and/or (b) give a review for experienced teachers.

(3) If there is incongruity among design parts---state specifically what it is. In addition, it might be suggested that an instructor could make appropriate modifications.

(4) If a lot of preparatory work needs to be done to ready the product for users, specify the nature of that kind of advance work. (For example, one might say, " Because there are not enough concrete examples given on types of games teachers can use.... (or) because there is insufficient information given in the bibliography...(or) because there are sketchy explanations on how to develop certain skills...an instructor would need to flesh out the details prior to using the product.")

(5) If the material offers nothing new or innovative---the describer might suggest that the product represents a review of material for the experienced teacher; and, simultaneously, offers an excellent introduction to the beginning teacher.

(6) If tapes seem overly long---one could suggest that periodic breaks for discussion might be employed, to stimulate an exchange of ideas--as there is a wealth of information in the lectures taped.

ATTACHMENT J

ERRATA

Descriptions in the category of Assessing Student Growth (ASG) *

ASG 17 Change telephone number to:(312) 984 - 2000

---

* Descriptions are identified by their codes, found at the lower left hand corner of the first page. Some descriptions are listed under more than one code.

ERRATA

Descriptions in the category of Classroom Management (CM) *

CM22 (also under TS35)
CM 34
Change address to: West Boulevard South
Chipley, Florida 32428
(904) 638-4131

CM5 Change address to: 1966 Benson Avenue,
St. Paul, Minn. 55116
(612) 690-2401

CM35 Change telephone number to : (312) 984-2000

CM29 (also under ELA 14, Ma 38, Sci 11, SS 18, R 32, TS 43)
Change telephone number to : (212) 935-2000

CM37 Add street number: 140 Sylvan Road

CM19 Change telephone number to: (913) 864-3352

CM 42 Change of distributor-product is now available through CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
(314) 781-2900

---

* Descriptions are identified by their codes, found at the lower left corner of the first page. Some descriptions are listed under more than one code.

ERRATA

Descriptions in the category of Early Childhood Education (ECE)*

ECE 2	Address and telephone number are changed. New listing: 8116 S.W. Nimbus Beaverton, Oregon 97005 (503) 643 - 1444

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* Descriptions are identified by their codes, found at the lower left hand corner of the first page. Some descriptions are under more than one code.

ERRATA

Descriptions in the category of English Language Arts (ELA)*

ELA 4
ELA 5 Change address and telephone number to: P.O. Drawer 15799
Orlando, Fla. 32808
(305) 423-9900
Attn: George Brochart, Regional
Manager

ELA 13 (also II 30)
ELA 21 Change address to: West Boulevard South
Chipley, Florida 32428
(904) 638-4131

ELA 11
ELA 26 Add street address: Front and Brown Streets

ELA 23 Change address and telephone number to: NEA Order Department
The Academic Building
Saw Mill Road
West Have, CT 06516
(203) 934-2669

ELA 24
ELA 25 Change telephone number to:(312) 984-2000

ELA 30 Change address to: 1966 Benson Avenue
St. Paul, Minn. 55116
(612) 690 - 2401

---

* Descriptions are identified by their codes, found at the lower left hand corner of the first page. Some descriptions are under more than one code.

Other Disseminators of the Word About the Hotline:

- * TODAY'S EDUCATION........accounting for well over 2/3 of the callsin two succeeding months
- * NEA REPORTER..........accounting for a windfall EVERY time an item appeared
- Newsletters from various State Departments of Public Instruction
- National Project and Headquarter staff (NEA)
- National conferences (Teacher Centers, NCIES, AACTE, ATE)
- National Diffusion Network brochure
- * State level association personnel, Uniserv people
- CROFT Publications(Waterford, CT)
- NEA MONITOR
- "Educational Diffusion Materials" from Far West Lab
- Friends of caller
- ERIC Clearinghouse Spring (News)letter /Report
- CAPE(Council for American Private Education) Newsletter
- US Public Information Office, USOE
- Feminist press in New york
- APPALACHIAN EDUCATION
- State Education Association Newsletters
- Pilot Project

* Accounting for the heaviest nunber of calls

FOR USE IN PLACING
TOLL-FREE TELEPHONE INFORMATION REQUESTS

Information to be supplied in requesting information on inservice education products:

Name of caller: ______________________ Date: ____________

Mailing address for receipt of product information: ______________________

____

____

Telephone number (include area code): ______________________

II. Area:

READING ☐ MATH ☐ MOTIVATION ☐ SCIENCE ☐
LANGUAGE ARTS ☐ INDIVIDUALIZED INSTRUCTION ☐ TEACHING STRATEGIES ☐
CAREER EDUCATION ☐ CLASSROOM MANAGEMENT ☐ SOCIAL STUDIES ☐
ASSESSING STUDENT GROWTH ☐ BILINGUAL EDUCATION ☐ SPECIAL EDUCATION ☐
EARLY CHILDHOOD EDUCATION ☐ MULTICULTURAL EDUCATION ☐

III. Problem statement (what conditions are being addressed? What do you hope will have been changed at the completion of the training?):

____

____

____

____

____

____

____

____

____

IV. Characteristics of inservice group: Number of teachers involved _____

Grades taught _____

Other pertinent information: ______________________

____

____

____

V. Training assistance available locally (including intermediate school district or equivalent) - consultants, master teachers, supervisors, etc.:

____

____

____

After placing call, write below the name of the Information Specialist to whom you spoke. If follow-up calls are made, please ask for the individual to whom you first gave the above information.

____

Name of Information Specialist

Project on Utilization of Inservice Education R&D Outcomes
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

HOW TO USE THE NEA'S TOLL-FREE TELEPHONE INFORMATION SERVICE
(800-424-9862)

IMPORTANT!

Use of the toll-free telephone information service is *LIMITED TO PROVIDING INFORMATION WHICH DESCRIBES INSERVICE EDUCATION PRODUCTS* (training programs for purchase or rental, made up of films, texts, filmstrips, cassette tapes, etc.). The service is further limited to providing *descriptions* of products developed as a result of responsible educational research. (The toll-free number does not provide access to other NEA offices.)

Descriptions of inservice education materials are available for the following *curriculum topics* and *teaching skills* areas:

- assessing student growth
- career education
- early childhood education
- individualized instruction
- motivation
- reading
- social studies
- bilingual education
- classroom management
- English language arts
- mathematics
- multicultural education
- science
- special education
- teaching strategies

If, before using the toll-free service, care is taken to complete the following steps, the service given can be quicker and more accurate:

- The teachers who will participate in the inservice education program have also shared in a general needs assessment, and

- a specific problem statement has been developed (see other side).

Filling out the worksheet on the reverse will further expedite service.

Information specialists are on duty at NEA Center from 8:15 a.m. to 4:30 p.m. (eastern time), Monday through Friday.

Calls received after these hours will be recorded. The caller should indicate a convenient call-back time.

Q: What to do if your problem statement does not fall within the inservice education categories for which the NEA has compiled information?

A: The NEA service was designed to stockpile information in those areas in which it is documented that teachers seek additional information. When the specific problem area identified by a group of teachers does not fall within the scope of the NEA's information collection, and the group wishes to take advantage of the NEA's service, it will be necessary for the group to agree upon a compatible second or third priority before seeking help from the information service.

(over)

revised 6/1/78

Name____________________ Date of Request:____________________

Title____________________ Descriptions Sent (date):____________________

School____________________

Address____________________

____

Telephone____________________

School District____________________

INITIAL CONTACT

Statement of Problem(s)____________________

____

____

Categories (subtopics)____________________

____

Target: EC___ E___ M___ HS___ SE___ Other____________________

Intended Users: Individual___ Small Group___ Large Group___ Short Term___ Long Term___

FOLLOW UP

(first)

Date____________________ Contact:____________________

Purpose of Call:____________________

____

____

Action Taken:____________________

____

____

(second)
Date:____________________ Contact:____________________

Purpose of Call:____________________

____

Action Taken:____________________

____

6/26/78

ATTACHMENT N

Project on Utilization of Inservice Education R&D Outcomes
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
800-424-9862

HOW TO USE THE PRODUCT DESCRIPTION IN BUILDING AN INSERVICE EDUCATION PROGRAM

The effective use of the product descriptions you have received is premised on the following minimal conditions:

1. That teachers have participated in formulating a problem statement which specifically identifies instructional training needs they themselves feel must be met to enhance their teaching effectiveness.
2. That whatever products are selected are purchased by school districts either from funds already in their professional development budget or other sources available for the support of inservice education programs.
3. That an administrative and leadership structure for the operation of an inservice education program is present. This includes:
    - a group leader (many times this is another teacher).
    - technical and substantive leadership (usually drawn from the administrative and supervisory staff of the school).
    - duplicating services for schedules, bibliographies, assignments, evaluation forms . . .
    - a place to meet.
    - delivery to the inservice education site of any needed audio-visual equipment--and hopefully personnel to operate it.
    - access to the professional teachers' library of an intermediate school unit, or to an interloan library service for the purpose of securing needed professional materials.

If one of the product descriptions you received turns out to be a description of a semester long, self-administering program of recorded lectures and films, and contains all of the ingredients of evaluation, classroom oriented observations, and discussion topics already built in--you are in luck! Someone else has done the organizing for you . . . and probably quite expertly. In this case many of the resources indicated above are not required.

But what if the descriptions available for the inservice education area in which you requested help are limited to a few films or books and some taped lectures?

If this should happen, teachers in the group, together with administrators, subject matter consultants, or other professional development staff, have the task of working together in building their own coherent, systematic program.

These are some of the steps involved:

1. As a group, review the product descriptions you receive to see if they can be combined into a unified program covering the time you have available.
2. Identify a group leader or leaders. Some of the leadership functions which need to be assumed are:
   a. Make certain meeting facilities are available, products ordered, audio-visual equipment secured, notices sent out, interlibrary loan arrangements provided . . .
   b. Serve as a group leader at each session: help get discussion started . . . organize and schedule reports or small group activities . . . assist members of the group plan the next session . . . facilitate whatever evaluation procedures are agreed upon . . .

The Product Descriptions

The product descriptions you have received may be of two kinds: most will describe training designs and/or training outlines. A few will describe resource materials to be used in a training program. Many descriptions in the first group (training designs) represent a "package" of outside expertise brought together in ways (films, discussion outlines, cassettes, etc.) that teachers, in cooperation with the administrative staff, can immediately install as a self-contained, inservice education program. Others in this first group are basically outlines of programs. While in the largely self-contained package all the basic content is supplied, in the product descriptions which only outline a program, both the needed resource materials and any needed resource personnel must be secured from the school district's own library and staff or immediate school district, or from state resources.

The second type of description, that of resource materials, represents books, pamphlets, and other content items that can be used as adjunct materials in a training program.

Selecting a Product

In looking at the product descriptions you will note that the first page summarizes the information given in more detail on pages 2 through 7. This has been done so that teachers making a decision as to what products to use, can do so on the basis of the product's intrinsic quality and its apparent appropriateness in reaching previously identified needs. Generally speaking, long range usefulness depends more on this one factor than on such considerations as the number of hours or days taken to complete, the audio-visual facilities that may or may not be required, whether the product was developed by a teacher or a teacher educator, and similar factors that--while important--are secondary to the question of is this product designed in such a way that it will help us learn what it is we want to learn?

> We suggest, therefore, that after a group of product descriptions is received, the first go-around of decision making be done on the basis of the summary information, i.e., does the product meet previously identified priority needs regardless of any other consideration?

We wish you well in your program. Please do not hesitate to call us if we can be of further assistance.

ATTACHMENT O

Project on Utilization of Inservice Education R&D Outcomes

(202) 833-4348

Dear Teacher:

We know that reading about the experiences your colleagues have in using inservice education products offers to you important information to support your selection of appropriate training materials. Your appraisal of the materials described by the NEA's Inservice Education Project will help us provide such information.

Your appraisals will be used in two ways. First, the central project staff will analyze and combine them into the User Critique, a part of each of the eight-page descriptions housed in our information system. Second, the project staff will send the critiques to producers/developers of products for their guidance in further field testing or revision of materials. Published critiques will not contain the names of individuals or of schools. We will indicate only the type of school (urban, rural), or the geographical section of the country, where the product was evaluated.

Here is how you can help. After a group of teachers uses a product, one teacher should assume responsibility for administering the appraisal to each participant in the inservice activity. S/he then compiles the individual returns into a composite report, using the same appraisal form. Duplication of the form will be handled by the participating school.

There are three kinds of inquiries: rating scales that require the teachers to place a circle around the number that most closely reflects his/her view, choice questions involving checks and queries for written responses.

Please send individual and composite appraisals to me at the above address, directed to the attention of the Inservice Education Project.

Sincerely yours,

Marija Futchs Fine

Marija Futchs Fine
Information Specialist

/ljk

PRODUCT RATING

. Title of product: ____

Name of product developer/publisher: ________________________________

B. Which of the following best describes the area in which you teach?

_____urban
_____inner city
_____suburban
_____rural

C. What was the problem on which the group (or individual teacher) was working? State as succinctly as possible:

____

____

____

____

1. OBJECTIVES

Confused and/or ambiguous					Clearly stated/ highly significant
0	1	2	3	4	5

Take into account the developer's statement of objectives. How significant do they seem to you?

2. CONTENT/SCOPE

Too narrow for effective use					Broader than required
0	1	2	3	4	5

Take into account such considerations as:

a. Was the content/scope of the product sufficient to meet the purposes of the product? Were some important content areas missing? Treated in too much detail?

b. Are the materials realistic? Do they reflect current knowledge?

3. CONTENT/SEQUENCE

Confused and disorganized					Highly logical and systematic
0	1	2	3	4	5

Take into account such considerations as:

a. Did the sequence in which the topics were taken up make a difference in the use of this material?

b. Did the producer provide adequate guidance to that sequencing?

4. DELIVERY: FORMAT AND TECHNICAL QUALITY

Highly unsatisfactory					Highly satisfactory
0	1	2	3	4	5

Take into account such considerations as:

a. The technical quality of each component (clarity, editing, durability, attractiveness, use of color, etc.).

b. Was the help given in the use of the product adequate? (Include your reactions to materials and people.)

5. DELIVERY: LEARNING STYLE

Made learning difficult . . . tedious					Greatly facilitated learning
0	1	2	3	4	5

Take into consideration whether the learning approach implicit in these activities matched the way you like to learn.

6. ASSESSMENT

Means of assessment lacking	Highly useful built-in assessment mechanism

0 1 2 3 4 5

Take into account such considerations as:

a. Does the product contain means for assessing your learning?

b. Was there a good match between assessment means and the purposes of the product?

c. Did the assessment provisions in the product give to you an adequate reading of what you think you have learned?

d. Did you feel comfortable (i.e., non-threatened) in assessing your own learning?

7. TO WHAT EXTENT WAS THE PRODUCT HELPFUL TO YOU IN SOLVING YOUR PROBLEM?

Negligible or of no help	Very helpful

0 1 2 3 4 5

8. Was the material useful in the format provided, or was considerable adaptation required?

_____Used in original form
(If you checked this, please
skip questions 9-12)

_____Adaptation required
(If you checked this, ple
also complete questions
12)

9. Was adaptation

_____easy?

_____difficult?

10. How did you modify the product?

a. ☐ Used part, not all, of the product.
(If you checked this, please answer the following)

Which part did you use and why?____________________

____

____

b. ☐ Used all of the product in the sequence suggested by the developer.

c. ☐ Used other products in combination with this one.
(If you checked this, please answer the following)

What other products were used?

Product title	Distributor	Media used

11. Did you use resource personnel?

a. ☐ Used an instructor who was: on the school staff (specify):________________

a consultant (specify):________________

b. ☐ Used more than one resource person to facilitate the program.
(If you checked this, identify person(s):

____

____

12. Did you change the recommended time/sequence?

a. ☐ Expanded time on program from the _____ hours/weeks/months suggested to
____.

b. ☐ Used a totally different sequence than what was suggested by the developer.
(If so, elaborate)

____

____

____

13. Would you recommend this product to those who had a problem similar to yours?

_____Yes _____No _____Maybe

Why?____

____

____

____

PLEASE SUPPLY THE FOLLOWING INFORMATION BEFORE RETURNING EITHER THE COMPOSITE OR THE INDIVIDUAL APPRAISAL INFORMATION:

I. Indicate here the total number of individuals who used the product and who shared in this appraisal (if one individual used the product, so indicate):

____

II. Name of school: ________________________________

Street address: ________________________________

City: ________________________________

State and zip: ________________________________

III. (Optional) Name of individual submitting this report:

____

7/21/78

RESEARCH-BASED
PRODUCTS CHOSEN AND REJECTED BY PROJECT PARTICIPANTS

by

Marija Futchs Fine
Information Specialist
NEA Inservice Education Project

Information specialists received nearly 200 project calls requesting descriptions of inservice education products. Teachers and administrators from 53 sites in twelve states used the 800 line to learn what products were available. In all, over 2,840 descriptions were mailed out, received, and read by thousands of persons working alone or in groups. Based on the selections that they made from reading the descriptions, a large number of teacher clients ordered and then previewed anywhere from two to six products before making a final choice. Altogether, the project participants selected 165 products for use in their inservice education.

The process of product selection that took place among project participants is the major focus of this paper. Two questions about this effort come to mind:

1. Did the teachers think the 800 telephone service was useful for tapping the existing knowledge base?
2. What factors went into the selection and rejection of products by the users?

There were factors affecting the very nature of the information service itself. The project's information retrieval system operated under three kinds of restraint. One was inevitable and comes with the territory; a second one only occurred during the initial phase of the project. The third included the parameters set by the project on what was stocked in the information retrieval system.

The first obstacle had to do with the changeable nature of the marketplace itself--where distributors could and would fold overnight. In addition, a product itself would become obsolete before the print could dry on the pages of the project's hand-out descriptions. Keeping on top of this changing situation and simultaneously informing teacher clients of these changes through the descriptions going out became a special challenge.

There were at least 41 known products which went out of print or circulation during the life of the project* Another 40 to 60 products required updates on key ordering information. Information specialists told teachers of these changes, knowing full well that the credibility of the knowledge base was involved. Also, the ease or difficulty one has in purchasing/renting material weighs heavily in the selection process. Even where staff did not expect problems in the ordering process, they sometimes did occur. It is important--and perhaps revealing--to note that in the six documented cases where ordering products proved to be a difficult experience for teachers, all of them were working on an individual basis for their inservice.

There appears to have been no problem--at least none that were ever documented--for groups of teachers when they ordered products. These groups, no doubt, ordered through a school purchasing agent, an individual already familiar with this kind of business transaction; and someone who also probably had ready access to a WATS line.

In the few times that individual teachers were unable to reach distributors or to receive products on time, project staff was able to intercede and successfully transact the ordering process. It was also through the misadventures of a number of teachers (in their ordering process) that project staff became aware of what was/was not available; what telephone numbers had changed for distributors; what some new price listings were for products. This kind of information--however random--was helpful to staff members as they went riding somewhat near the top of a high wave in the changing marketplace.

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*See Attachment I

The second--and more pressing--problem had to do with the very uneven quality in the variety and nature of the materials themselves. This was particularly true in the first six months of the telephone service.

The project had opened the hotline with 65 product descriptions, which outlined materials on inservice topics of a very general nature. Teacher clients in the project, however, were being trained to describe their inservice problems in a specific and highly focused manner.

As the rising tide of calls came in, orders for new--and as yet undescribed--products kept pace with the increasing variety of expressed inservice needs. However, the describing process (involving the preparation of a seven-page description for each product) went far slower. Because the orders for new products went out faster than the describing process, the staff was limited to mailing out shrot paragraphs merely highlighting the features of new products.

In addition, there was no time to check the availability, cost, or even the specific components and nature of many of these products. Resources (rather than full inservice training designs), instructional materials and preservice-oriented materials began to appear in descriptions with increasing frequency; the knowledge base, therefore, contained a mixed bag of "outcomes." The record shows what resulted from this experience of swimming without water. Many teachers felt dissatisfied with the knowledge base. They--in fact--felt no basis for choice or selection really existed.

Some of their comments follow: "The few sentences on each description were hardly enough in choosing products . . . I had hoped there would be a greater variety of materials . . . I want to find actual (training) programs, rather than resources . . . ."

Fortunately, several hundred full descriptions were available by the fall of 1977. Teachers began to have a wider selection of products to choose from and more adequate information about them.

The third constraint included the parameters set by the project itself on what kinds of information would go into the knowledge base. Outcomes were to be inservice-oriented. They were program designs for training, and validated through some form of field-testing among teachers.

Fifteen categories were covered. Among them were basic skills (reading, mathematics, English language arts, social studies, and science). In addition, career education and approaches to teaching basic skills were added (teaching strategies, special education, multicultural education, motivation, individualized instruction, early childhood education, classroom management, bilingual education, and assessing student growth).

Therefore, instructional (i.e., curriculum-oriented) materials were excluded. However, inservice products that assisted teachers in achieving results that directly benefitted students were stressed. These materials were student-centered, in that they stressed ways in which teachers could focus on the cognitive, affective, and physical growth of students.

Far fewer products were teacher-centered. These outcomes emphasized learning that directly benefitted teachers themselves. For example, they treated subjects such as teacher stress; the relationships teachers had with other teachers, with parents or the community, as well as feelings and ideas regarding their own professional development.

Once teachers began receiving descriptions, a number of factors were at work, which influenced their selection and screening of products. Two of these conditions included teachers' basic views and expectations about inservice itself.

For many, inservice was a means of improving some classroom practice. A substantial number of participating teachers in the first phase of the project shared that view. They expected to find hands-on material that students could use in the classroom the following day.

These teachers, then, phrased their inservice concerns along instructional themes. A look at the list of inservice needs among the 200 project sites* shows that in Phase I, a majority of individual teachers were interested in improving some form of classroom instruction. As such, they focused on specific content in the basic skills. (For example, the teaching of computation skills appears frequently, as do the topics of handwriting, spelling, American history, reading in content areas--to name a few.)

Besides this interest in receiving new instructional aides, was the emphasis teachers placed on the students' learning and growth in general. They were concerned with inservice topics that were geared to student-centered (rather than teacher-centered) learning. For example, they wished to find ways to increase student interest or motivation in course work or in independent, self-directed learning; or they wanted to learn how to enlarge a student's understanding of certain affective skills such as non-verbal communication and understanding/feelings/regards for other multiethnic groups. The majority of products in the project's information system was--fortunately for these teachers--student-centered.

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*See Attachment B_1

The record shows, however, that more teacher-centered concerns were emerging as the project moved from Phase II into Phase III. Teachers were asking for products dealing with teacher stress, involvement with parents, other teachers and community persons as well as issues focused on professional development. The selection of products (regarding these teacher-centered themes in the knowledge base) was minimal.

The same scarcity of materials existed for secondary level teachers, as most products described were geared to the elementary classroom practitioner.

As participants set about the task of selecting and screening products for their use, their expectation of finding (in some cases) instructional material and their interest in student-centered learning were evident.

An examination of the data reveals that, of the 615 available products, teachers reviewed anywhere from three to 71 of them at a time. These numbers represent the range of material sent out for each request. The average number was between 15 and 20.

Twenty-six callers--or about 15 percent of the total--many from one to five follow-up calls.* Teachers were encouraged to call back in order to pick up on new descriptions which were continually being printed. These call backs were suggested, even to those teachers who were generally satisfied with what their first mailing included. If they wished only to increase the number of possible products to choose from, they could telephone every few months for newly printed descriptions.

Seven of the teachers did just that one or two months after their initial calls. Only two of them chose products from the second mailing; five made the final selection from the first set.

---

*See Attachment C_1

Half the teachers, however (13), were dissatisfied with the products described in the first mailing. One reason was they found products inappropriate. Another reason was that one or more products they had ordered from descriptions received from the initial contact were unavailable.

Some of these clients decided to focus on a new subtopic within the same category (which they had previously used), in order to find more suitable material. Seven of these found the follow-up call worthwhile, as they based their final product selection on the listings found in the second mailing.

Only two of the teachers found they had a better range of selection the first time around. One individual picked products from both mailings. However, three callers in this group found nothing to their liking and placed no orders for products described in the literature received.

Six teacher clients launched out into completely different categories for their additional product searches. Of these, three chose from the first set of received descriptions. Two selected products from the second set of alternatives, and one drew suggestions from both packets.

What all of this indicates is that follow-up calls did not guarantee a wide enough range of products from which teachers could select a suitable one for their inservice. This happened, even when they refocused on a new subtopic. It is interesting that just as many repeat callers chose products based on a review of the first mailing as from the second (ten each). Two persons in this survey drew upon both sets of descriptions, suggesting that they got the highest rate of return for their repeat efforts.

Of the 165 selected products, only a dozen were repeatedly chosen by users in the project. The most popular item was picked by as many as nine different sites; three items were selected by six communities; five by five places, and three by four sites.*

"Selection" takes on a special meaning here. Not all selected and ordered items were received--or known to be received. Even fewer were actually used for inservice and fewer still were critiqued by teachers.

The common characteristic of these "top dozen" products is their low cost (ranging in price from 50¢ to $54.00). Most of them were used for inservice and evaluated. They represent a broad range of categories (seven), with motivation and reading used most frequently.

Two features common to the top dozen are also evident among materials chosen by fewer sites:

1. They were inexpensive, and
2. They spanned nearly all the categories (eleven).

A smaller percentage ( ) of the 129 products were used for inservice; 25 percent of them were evaluated.

One must look at two factors affecting the screening process involved in reviewing descriptions and previewing products. One was the price of a product; this affected the ordering process.

Take, for example, the matter of cost. Five teachers said this played a large part in their initial screening of possible products. One teacher wrote this note: "I did not wish to order--found products too expensive." It was a surprising remark because the six items sent for her consideration included--as the cheapest item--a 60¢ booklet. The costliest material was $10.

---

*See Attachment H on next page.

A. MOST FREQUENTLY CHOSEN PRODUCTS

Code	Title	Cost	Media/components	# times chosen	User feedback	Publisher
M 18(21)	Motivation in Teaching and Learning	$10.00	filmstrip/audiotape	9x	critiqued	NEA (Connecticut)
II 12	Individualizing Instruction	$3.95	book	6x	critiqued	SRA (Illinois)
M 44	Self-Awareness: Key to Personal Growth	$4.75	3 booklets + consumables	6x	critiqued	Panhandle Area Educational Cooperative (Florida)
R 24	Helping Teachers Develop Successful Readers: Intermediate Level	$54.00	cassette tapes, booklets	6x	critiqued	Instructional Dynamics, Inc. (Illinois)
ELA 13 (II 30)	Individualization in the Middle School Language Arts Class	$2.40	module	5x	critiqued	Panhandle Area Educational Cooperative (Florida)
II 22	Learning Centers in the Classroom	$2.50	book	5x	critiqued	NEA (Connecticut)
R 28	Reading Diagnosis Kit	$14.95	spiral-bound book	5x	(used for inservice) but NOT critiqued	Center for Applied Research in Education (New York)
R 37	Reading in High School	$.50	pamphlet	5x	(never used for in-service) and NOT critiqued	NEA (Connecticut)
TS 20	Creativity: A Way of Learning	$16.00	cassette/filmstrip/manual	5x	critiqued	NEA (Connecticut)
CM 20 (M 29)	The Student and the Learning Environment	$2.75	book	4x	critiqued	NEA (Connecticut)
Ma 13	Mathematics Education: 1) Teaching Concepts of Fractional Numbers, 2) Teaching Addition and Subtraction of Fractional Numbers, 3) Teaching Multiplication and Division of Fractional Numbers	$1.80	module with consumable	4x	critiqued	University of Georgia (Georgia)
M 34 (CM 28)	Motivation in the Classroom	$54.00	6 cassette tapes	4x	critiqued	Instructional Dynamics, Inc. (Illinois)

B. LEAST FREQUENTLY CHOSEN PRODUCTS (selected by one or two sites)

# of Products Selected by Category							Products Used & Critiqued (Those Critiqued are Identified by their Code Numbers)						
ASG	CE	CM	ELA	ECE	II	MA	ASG	CE	CM	ECE	ELA	II	MA
1	1	11	11	1	12	12	-	-	4, 7, 12, 14	-	11, 15, 23	9(R3)	15, 16, 29(Ma48), 51
M	MCE	R	SCI	SE	SS	TS	M	MCE	R	SCI	SE	SS	TS
22	4	15	9	6	7	17	9, 12, 21(TS16), 25(II25), 26, 43, 53, 57	1, 2	13, 14, 44	8, 10, 15	1, 17	3, 42	24(ASG5), 36, 54, 90, 91
TOTAL # OF PRODUCTS: 129							TOTAL # OF CRITIQUED PRODUCTS: 37 or ± 25% of the total						

Once products were selected the next problem teachers faced was actually getting them. A dozen sites listed anywhere from one to eleven products that had been ordered but not received. Either the distributor no longer existed or the product was out of circulation.

In addition, a large percentage of the respondants indicated they ordered 90 products, but did not say if the materials were received or not. This could mean a number of things.

For one, two of the products were among the 41 that were known to be unavailable. Yet, at least a dozen of the materials were products that had been successfully ordered, used, and critiqued by other sites. This fact alone seems to suggest that careful records were not kept on every order.*

But then, there were also four products that were ordered by as many as three or four sites. Even though these items did not appear on the list of unavailable products, it is possible they, too, were out of circulation.

Aside from these external factors that influenced the selection or receipt of chosen products, were a number of reasons teachers had for rejecting products they did get to preview. These efforts at reviewing products revealed what teachers expect of their inservice training.

Teachers excluded products that were "inappropriate" to their needs and which were outdated. There were 54 materials, for example, that were labeled inappropriate for inservice use.

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*Indeed, as this writer learned, the business of gathering the data on selection/ordering/use of products from each site was confusing and time consuming. It was clear that no two or three lists were alike from many sites, and no explanations for the differences were offered. This writer, therefore, had to assume all products mentioned were ordered at some point. As a result, two or three lists of selected, ordered, used products for each site were combined.

The more charitable teachers suggested that the unsuitable material would be "recommended in individual classrooms as a reference source," "used for individual enrichment" among teachers in their own time, or "be placed in a professional library." (They suggested the products were not truly inservice programs; rather, they were instructional materials.)

However, quite a number of teachers saw the inappropriate materials in a more critical light and did not even regard them as possible resources for teachers to use.

Said one teacher (of the 20 products s/he received): "All materials listed were previewed, but not considered useful for classroom teachers." Another made this ambiguous remark about six products: "(They were) too unwieldy or of little use."

One brought up a very practical reason for rejecting a product: "This (involves) required course enrollment in Utah." Another teacher dismissed four sets of cassette tapes on the basis of their being a "boring way of presenting inservice, and I don't want to use them for that reason. The fifth item is ok, but does not meet my needs."

A number of teachers also considered some products unsuitable due to the time investment required in completing the material. Not all, however, were deterred by this. Said one teacher of a product she was at that time using: "It's good, but it takes time." It is important to note this teacher was using the material in his/her own time. This flexibility exists with individual teachers, not with groups of teachers.

Said another teacher, "No inservice activity of a formal nature was organized. (The four) products were previewed, but not used. An outside consultant from a neighboring university was brought in as a guest speaker."

Some teachers found (from two to eight) products were "More suitable for individual use than workshop use by a group of teachers . . . (as a result) there was individual use of the products which had been placed on an inservice table in the media center."

Unavailability of product components was yet another hindrance to using products. This was most often the case with modules, which themselves contain only a booklet with consumable pages. These printed items were distributed by the developer. In addition to the module were components (filmstrips, films, videotapes, etc.) that were to be purchased or rented from as many as two or three different distributors. Often it happened that teachers did not know, or did not read in their descriptions, that--in addition to the module--several filmstrips or books had to be ordered from two or three additional distributors.

One teacher had a few words to say about this: "Some products for construction of the modules were not available at the local site, but had been available at the site where the project (for developing the module) originated . . . (this, then, is) not worthwhile as an inservice instrument. A consultant with expertise in creating modules could have done just as well or better without the R&D product."

Outdated material was another drawback teachers saw in a number of products. One said rather pointedly (about 17 descriptions he received on the topic of reading): "These products are of no value . . . they were dated 1965-1969 . . . We are aware of recent materials which are not listed in (your) service."

Conclusion

Even though data were incomplete, a review of the available data suggests the following tentative findings:

Initially, teachers had very little--in the way of a knowledge base--from which to select their R&D outcomes.

Generally speaking, teachers were seeking inservice materials that emphasized the importance of student-centered (as opposed to teacher-centered) learning. Fortunately, most of the descriptions covered inservice products which, likewise, treated student-centered subject. This focus changed to that of a teacher-centered inservice learning as the project moved from the second to the third phase. A point needs to be made regarding this shift in focus. Those teachers requesting products that stressed themes directly related to teacher learning and growth were from the west coast.

The selection process was adversely affected by three external factors. One was cost. Teachers excluded products if they were found to be expensive. Such products were not even previewed.

The second obstacle was the unavailability of products which teachers had selected and then ordered. This product scarcity sometimes resulted in their having to make follow-up calls to project staff to find additional descriptions in the same or related areas.

Where this set of circumstances occurred, the callers had to re-enter the information system with a new problem statement. During these times, inservice needs were dictated by the limitations of both the knowledge base and the marketing groups distributing products. The restrictions on the project, brought about the kinds of materials that were included in the knowledge base, made this a restraint.

Not all teachers limited their search for products to the project information system. A fair number chose to supplement the project's products with materials learned about from other sources. Almost 100 of these non-project materials were used for inservice along with R&D outcomes. Eighteen of these other products were also evaluated. Three sites responded that they used none of the project materials; rather, they used other products considered to be more useful.

Once ordered products were received, a good percentage (25 percent) of them were exposed to additional scrutiny by teacher clients. Many were dismissed as unsuitable for inservice because of:

1. the boring presentations involved;
2. local unavailability of various components of a product;
3. outdated content;
4. a considerable time investment required on the part of participants;
5. non-inservice (instructional) nature of content,
6. unsuitable format for the number of persons invited;
7. vague reservations expressed in terms like "unwieldy" or "not useful for my needs."

There were 102 evaluations turned into the project office. Yet, respondants in the survey said more evaluation forms were mailed than what actually came into the office. It is hard to determine whether the loss of 63 evaluations was a fault of the mails, or of the secretary back in the local site.

In any event, it is clear that teachers took the process seriously: defining their inservice problems precisely, calling as many as five additional times to gather sufficient information from the existing data base, culling through the descriptions to choose the few promising products for closer examination, previewing them and selecting the betters one for inservice.

The screening process that took place when teachers reviewed descriptions eliminated about 85 percent of 2,800 products described in the project literature. Of the remaining 413 products, 27 percent (or 114) were ordered but not received.

In this figure are the 90 products that site documentarians said they ordered but did not indicate whether items were received or not. It is assumed they never arrived. An additional 70 products (or 25 percent) of those received were screened out because they were found to be unsuitable. Of the 165 products actually used for inservice, 102 were critiqued by project participants, or 61 percent of the total.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES

National Education Association

Project Chronology

1975-76

SEPTEMBER-AUGUST	Pilot project conducted and proposal prepared
APRIL	
7	Notication received of contract award
MAY	
1	Project director assigned full time to project as part of regular NEA duty (at no expense to project). Research director assigned to begin work on project on daily consultative basis, (at no expense to project).
JUNE	
11	NIE contract received for signature.
15	Training contracts negotiated with Educational Products Information Exchange and Far West Laboratory for Educational Research and Development (FWL). FWL contracted to prepare knowledge base documents.
18-19	First state contract (Ohio) negotiated.
19	Master contract signed by NEA's executive director
JULY	
6-9	Meeting to plan training session for Phase I facilitators (Held at Far West Laboratory for Educational R&D, San Francisco, California.)
11-14	Cross-project linker training conference, Airlie House, Virginia.
12	Administrative assistant joins project staff. Information specialist joins staff.
AUGUST	
	Remaining Phase I contracts negotiated.

SEPTEMBER 1976	
1	Project director is placed on project payroll. Research assistant (secretary to research director) joins staff.
7-9	Training conference held for Phase I state facilitators, Harrison House, Glen Cove, New York.
15	Ohio state facilitator begins site-by-site training conference series for local participants (continued at intervals throughout September).
OCTOBER	
19-20	First site visits by member of project staff - Ohio Michigan, Wisconsin.
31	Information specialist resigns.
	Consultant hired on a part-time, temporary basis to assist in building knowledge base and to train the information specialist hired to fill the open position.
NOVEMBER	
1	Telephone access to the information bank made available to Phase I sites on a trial, "call collect" basis. Research director joins staff, at project expense, on 4/5 time basis.
15	Wisconsin begins site-by-site training. State-wide training converence held in Alabama.
16	Information specialist (to fill vacancy) joins staff. Alabama and Ohio selected as states in which linkage and case studies will be conducted.
DECEMBER	
1	State-wide training conference held in Michigan.
	1977
JANUARY	
3	Toll-free telephone service to project sites begins. Information specialist joins staff. (To fill vacancy).

JANUARY 1977 (continued)

15 State-wide training conferences held in Massachusetts and Pennsylvania.

Efforts intensified by project staff to

a. speed up organizational efforts in Wisconsin, Massachusetts, and Pennsylvania,

b. expedite data submission in all local sites.

Proposed Phase II states notified that negotiations for project participation will begin in February.

First and last issue of Outcomes, the project's newsletter, issued. Outcomes was later discontinued due to complications involved in obtaining approval from the federal government's Office of Management and Budget for this type of publication.

FEBRUARY

Negotiations for Phase II participation completed in Wyoming and California.

First evidence filters in from scattered local sites that joint inservice committees have been installed and are operational.

Battle joined to received back from the states the T1 Questionnaire, commentaries, and Q-sorts.

Training conference held in Pennsylvania.

Subject index developed for easier retrieval of product descriptions.

MARCH

8-9 Second meeting held of Phase I state facilitators, NEA Building, Washington, D.C.

15-17 RDU director's meeting, Atlanta, Georgia.

Negotiations conducted in Texas, Washington state, and Okalahoma regarding Phase II participation. Texas chooses not to participate. Iowa is identified as an alternate.

27 Meeting is held with Ohio facilitators to iron out difficulties regarding use of the toll-free telephone information service.

31 Contract with FWL for preparation of knowledge base documents is terminated.

APRIL 1977

Detailed reporting system for project accounts installed.

Interviews conducted in Ohio for linkage study and in Ohio and Alabama for case studies.

MAY

Project took over in earnest describing products. Ten describers recruited and trained.

Pilot case studies completed.

JUNE

At the beginning of the month, six states are lined up for Phase II participation. Oklahoma chooses not to participate and Tennessee is named as a replacement.

A consultant is employed on a temporary basis to help design an information retrieval system for the knowledge base.

22-24 Training conference held for Phase II state facilitators.

JULY

Phase II local sites selected.

Substantial progress made in securing the field data required for submission to FWL.

AUGUST

1-3 Information specialists spent two days at Project RISE and two days at EPIE for inservice education on writing product descriptions and on procedures for identifying inservice education products.

Contract signed with second linkage case study investigator.

NOTE: In addition to specific items reported above, the summer months of 1977 represented an intensive work period during which staff strived to order and describe as many products as possible. Staff succeeded in processing about 100 products during this time.

SEPTEMBER 1977

State re-training conferences held in Michigan, Massachusetts, Pennsylvania, and Wisconsin. Site-by-site training is completed in California and Washington state.

OCTOBER

Mechanics of organization for Phase II sites completed except for Tennessee.

Special staff meeting of NEA's Instruction and Professional Development unit features a report on project activities. An actual "hotline" telephone call provides a real-life demonstration.

NOVEMBER

State training conference held in Iowa.

29-30 Second meeting of Phase II facilitators held in Denver, Colorado.

A budget and proposal for a six months' extension of project work are submitted to NIE.

DECEMBER

Training conferences held in Wyoming, Washington state, and Iowa.

1978

JANUARY

Cross-site meeting of project directors at Xerox Training Center, Leesburg, Virginia.

Availability of toll-free telephone information service is announced to non-project participants through a feature in the publication, NEA Reporter.

Knowledge base documents now number 454. For virtually the first time, information specialists feel they have the resources required to supply adequate information to clients.

FEBRUARY 1978

Data collection interviews conducted in Alabama for linkage and case studies.

MARCH

Cross-site RDU meeting held in Ft. Walton Beach, Florida.

First training package, Using R&D Products in Inservice Education, issued by project staff.

APRIL

Visits and interviews conducted in California and Ohio to obtain case study data.

Planning, with consultants from the Northwest Regional Educational Laboratory, begins for training of Phase III local site personnel.

Phase III sites are selected.

Project staff begin thinking about

a. institutionalization

b. outline of final report.

MAY

"Close-out" meetings of local participants held in Ohio, Michigan, Iowa, and Pennsylvania.

First draft prepared of Canton case study.

Research director makes monitoring visit to Wyoming site and participates in case writers' conference, conducted in Boston by Abt Associates, Inc.

JUNE

Report on project given at annual meeting of NEA's Staff Association for the Improvement of Instruction. Presentation made by documentarian from project site at San Mateo, California.

RDU cross-site staff meeting, New Cumberland, Pennsylvania.

JUNE 1978 (continued)

Close-out meeting held of Alabama project sites.

Project director initiates the Washington, D.C. Inservice Education Network as a way to facilitate exchange of information about teacher centers among NIE, USOE, and selected voluntary organizations.

First of four articles prepared by project staff appears in Today's Education, the Journal of the National Education Association. Articles are prepared to share information about materials described in the project's information bank. Columns appeared in the September-October, November-December, February-March, and April-May (1978) issues of Today's Education.

Drafts of two Alabama case studies are completed.

JULY

One Ohio case study is drafted.

As a result of an updating and verification process, a procedure is initiated of sending out errata sheets with all knowledge base documents mailed to users.

Contractual obligations are met as knowledge base document number 500 is received from the printer.

AUGUST

Phase III training conferences are conducted in Wyoming and California.

Project staff attended the National Dissemination Forum, Arlington, Virginia.

Massachusetts, Ohio, and Michigan projects come to a formal close. All other Phase I and II sites, however, elect to continue project activities through December 31. No increases in funding are provided to them.

Proposal for contract extension is submitted to NIE.

SEPTEMBER 1978

Phase III is launched with training conferences in Iowa and Washington state.

Alabama re-visited for case study data collection.

California sites are visited to obtain case study data.

OCTOBER

RDU cross-project meeting held in Seattle, Washington. Filmstrip, The Story of Wiston, is developed as a training guide in the use of R&D products and the RDU process for state and local education associations.

Representatives from Abt Associates, Inc. visit project headquarters for a two-day data collection.

Case study data collection visits are made to sites in Ohio and Iowa.

NOVEMBER

Research director participates in Abt's case study conference.

First drafts of Canton case study are completed.

Project staff participated in NEA's National Conference For Instructions and Professional Development Staff.

DECEMBER

Details worked out with Teacher Education ERIC to supply them with up to 200 descriptions of items contained in the projects knowledge base. These items will be incorporated in the ERIC system.

Announcement is made to teacher centers and to others of the availability, as cost, of knowledge base documents.

Final case study data collection visit made to Canton, Ohio. First visitation is made to Lake City, Iowa.

1979

JANUARY

Taped telephone, impact/exit interviews with Phase II and III principal contacts.

Close-out financial statements prepared and distributed to all project states.

Meetings held with NEA staff to initiate transition of selected project functions to the Instruction and Professional Development unit of NEA following project termination.

Writing and printing of "User Critiques" on products used in the local sites moves into top gear.

Site visit to Wyoming.

FEBRUARY

Taped interviews continued

Project presentation is made at meeting in Orlando, Florida of the Association of Teacher Educators.

Work begins on manuscript which addresses the topic, How To Plan a Teacher Centered Inservice Education Program. Based on project experience, this will be made a part of the project's final report.

Linkage case studies are completed in Alabama and Ohio; two case studies in Ohio are completed.

Project staff participates in cross-site RDU meeting held in Orlando, Florida.

Drafts are prepared of San Mateo and Portola Valley case studies.

Linkage case study writer visits national project office and interviews staff.

MARCH

Indexing of case studies begins.

Draft of Portola Valley Case study completed.

Project makes presentation at national meeting of the American Association of Colleges of Teacher Education in Chicago.

Final site visitations are made to California for case study data collection purposes.

MARCH 1979 (continued)

Addendum to one of the Alabama case studies is completed as is the first draft of the Portola Valley case study.

APRIL

Project presentations are made at Stanford University at AERA-related meeting, and at Hartford, Connecticut at an NEA-related meeting.

Site visits for data collection purposes are made to Washington, and Iowa.

Discussions are continued with IPD staff regarding the transfer of project functions to NEA.

Manuscript, How to Plan a Teacher Centered Inservice Education Program is sent for comment to about two dozen readers.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
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APPENDIX E

R&D-Based Inservice Education Products Entered Into ERIC

An Annotated Bibliography

The NEA's Inservice Education Project was conducted to study uses made by teachers of research-based inservice education program materials. A centralized information system containing detailed descriptions of 650 R&D-based inservice training products was formed to facilitate the study. The following list consists of approximately 150 of these inservice education products that are being entered into ERIC.

The products entered into ERIC were chosen by the following criteria:

1. products had to represent a total design for a comprehensive inservice education program (no supplementary resources or instructional materials were included);

2. some form of validation was performed on the product; this validation was achieved through formal or informal field-testing among practicing classroom teachers.

The quality of the products, in terms of technical features or style of presentation, was not one of the deciding criteria for selection in either the project or in this ERIC list.

It should be noted that the project in no way intended to recommend any one product over another. It was the purpose of the project to determine which of the validated products, in the opinion of teachers, were useful.

The inservice education products are listed under 15 general subject categories. They are intended for use by teachers, administrators paraprofessionals, and all other school personnel who desire inservice training. They are applicable to a variety of grade levels and subject areas. Additional product information and how to order them can be obtained by contacting the distributors indicated. All products will be entered into ERIC by fall, 1979.

ASSESSING STUDENT GROWTH

Administration of a Standardized Test - Diagnostic Learning Package - 1 (1973)

Provides a detailed analysis of step-by-step procedures for administering standarized tests. Includes printed training material, a videotape, and script to videotape. Involves videotaping the administration of a test to assess performance. This is an individualized training program.

Grade level: K-12
Developer : Clifford V. Lochaas
Distributor: State University College at Buffalo.
Cost : Contact distributor

The Effective Use of Observation as a Diagnostic Technique - Diagnostic Learning Package 8 (1973)

Designed to improve teacher observation skills that will help determine children's abilities, disabilities, learning styles, self-concept, and interests. Includes a 17-page booklet with seven appendices to be used as an individual training program.

Grade level: K-12
Developer : R. Bruce Baum
Distributor: State University College of Buffalo
Cost : $8.00

Evaluation of Instruction in Individually Guided Education (1976)

Part of the "leadership Series in Individually Guided Education". Designed to aid teachers in using effective evaluation techniques for individually guided education programs. Includes an instructor's guide, a textbook and 2 film-strips to be used in an individual or group training program.

Grade level: K-6
Developer : William Wiersma and Stephen G. Jurs
Distributor: Addison-Wesley Publishing Company
Cost : $35.95

How Can Tests Be Unfair?

Designed to make those administering tests more aware of the difficulties students face in a testing situation due to discriminatory factors inherent in evaluation instruments. Includes workshop leader directions, masters for six simulated test activities, 20 copies of the booklet How Can Tests Be Unfair? and additional printed materials. Intended for a 90 minute, groups training program.

Grade level: Elementary, intermediate, secondary
Developer : Jean N. Nazzaro
Distributor: The Council for Exceptional Children
Cost : $35.00

Teaching 3: Evaluation of Instruction (1976)

Designed to improve teachers' skills in utilizing evaluation techniques, including statistical concepts and testing procedures. Includes an instructor's manual and text to be used in an individual or group training program.

Grade level(s): K-12
Developers : Wesley Becker, Siegfried Engelmann, and Don R. Thomas
Distributor : Science Research Associates
Cost : $7.96

Tests and Measurements (1972)

A five-module, performance based program on tests and measurements. Includes a syllabus/workbook which provides the content, structure, and materials needed for course implementation, 10 slide/tape presentations and five required texts. Designed for a group training program.

Grade level: 1-12
Developer : Terrence J. Snowden
Distributor: University of Wisconsin, Stevens Point, Wisconsin Indian Teacher Corps
Cost : Contact distributor

Test Validity and Reliability (1973)

Designed to improve the teacher's understanding of the meaning of test reliability and validity. Includes a booklet containing training materials needed for each participant in addition to a supplementary Learning Alternatives packet. Designed for an individual or group training program.

Grade level: K-12
Developer : Lewis J. Sinatra and Paul A. Andruczyk
Distributor: State University College at Buffalo
Cost : $100

BILINGUAL EDUCATION

Affective Growth: Pupil and Teacher (1978)

Designed to help teachers in a bilingual setting achieve affective growth through the understanding of values and increased awareness of positive ways to improve self-concept of students. Includes 4 modules each containing a trainer's manual, handouts, filmstrips, audiotapes, and additional training materials. Intended for a 14 hour, group training program.

Grade level: All
Developer : Elizabeth Antley
Distributor: Arizona Bilingual Material Development Center
Cost : $385.00

Auxiliary Personnel in the Bilingual Classroom (1978)

Designed to help teachers train para-professionals to perform instructional activities in a bilingual classroom. Includes four packaged modules, containing trainer manuals, filmstrips, videotape, audiotapes, handouts, tests and program structures. Designed for a group workshop requiring 10 hours of instruction.

Grade level:	All
Developers :	Elizabeth M. Antley
Distributor:	Arizona Bilingual Materials Development Center
Cost :	$300.00

Instructional Management in the Bilingual Classroom (1985)

Designed to help teachers with instructional management in the bilingual classroom. Teaching principles, staffing, scheduling, organization of the classroom learning styles and teaching strategies are among the topics covered. Training is presented both in English and Spanish. Includes five modules which each contain a trainer manual, videotape, filmstrips, transparencies and additional training materials. Intended for a 14 hour, group training program.

Grade level:	Elementary
Developer :	Elizabeth Antley
Distributor:	Arizona Bilingual Material Development Center
Cost :	$360.00

CAREER EDUCATION

Instructional Evaluation (1977)

Part of the PBTE Series - Performance Based Teacher Education. Category D. Six modules that focus on specific competencies for vocational teachers and involve participants in activities designed to intergrate the theory of successful vocational teaching with its practice. Includes a booklet for each module and supporting materials consisting of a resource person guide, student guide, implementation guide and text. May be used as an individual or group training program.

Grade level:	Secondary, college
Developer :	Center for Vocational Education of Ohio State University
Distributor:	American Association for Vocational Instructional Materials
Cost :	Contact distributor

Instructional Execution (1977)

Part of the PBTE Series - Performance Based Teacher Education. Category C. Twenty-nine programmed modules focusing on specific competencies for vocational teachers. Includes a booklet for each module and supporting materials consisting of a resource person guide, sutdent guide, implementation guide and text. May be used as an individual or group training program.

Grade level: Secondary, college
Developer : Center for Vocational Education of Ohio State University
Distributor: American Association for Vocational Instructional Materials
Cost : Contact distributor

Instructional Planning (1977)

Part of the PBTE Series - Performance Based Teacher Education, Category B. Six modules on instructional planning focusing on competencies of vocational teachers. Each module is designed to teach a specific skill and involve the user in learning activities which integrate theory and application. Includes a booklet for each module, a resource person guide, student guide, implementation guide and text. May be used as an individual or group training program.

Grade level: Secondary, college
Developer : Center for Vocational Education of Ohio State University
Distributor: American Association for Vocational Instructional Materials
Cost : Contact distributor

Professional Role and Development (1977)

Part of the PBTE Series - Performance Based Teacher Education. Category I. Eight performance based modules designed to improve vocational teaching by focusing on the responsibilities of the vocational teacher in serving and advancing professionally. Includes a booklet for each module and supporting materials consisting of a resource person guide, student guide, implementation guide and text. May be used as an individual or group training program.

Grade level: Secondary, college
Developer : Center for Vocational Education of the Ohio State University
Distributor: American Association for Vocational Instructional Materials
Cost : Contact distributor

Staff Development in Career Education for the Elementary School (1974)

Designed to help the elementary teacher install a career education program or enrich an already established program. Includes seven paperback modules to be used in an individual or small group training program.

Grade level: Elementary
Developer : Center for Vocational Education, Ohio State University
Distributor: The Center for Vocational Education, Ohio State University
Cost : $15.00

ABCs for Teachers: An Inservice Training Program in Behavior Modification (1975)

Presents practical methods for the change of normal behavior problems and stresses implementation techniques. Includes a text and workbook which includes charts, forms and evaluation sheets. Intended for a 10 session, group training program.

Grade level: All
Developer : Edward B. Rettig and Terry L. Paulson
Distributor: Associates for Behavior Change
Cost : $10.45

Claim: Classroom and Instructional Management Program (1975)

Emphasizes the maintenance of discipline through the use of various behavior modification techniques. Includes a participant book, coordinator's book, and four filmstrips with cassette tapes. May be used individually or with a group.

Grade level: Elementary
Developer : CEMREL, Inc., Instructional Systems Program
Distributor: CEMREL, Inc.
Cost : $81.40

Critical Moments in Teaching (1970)

A series of 15 films that focus on how to deal with various classroom problems such as motivation, achievement, learning problems, cheating, parent counseling, tests and grading. A discussion guide is included, to be implemented in an individual or group workshop.

Grade level(s): Elementary, secondary
Developer : Inter-University Film Group, David Gliessman and Don G. Williams Project Directors
Distributor : Bailey Films Associates
Cost : Contact distributor

The L.E.A.S.T. Approach to Classroom Discipline (1978)

Presents five steps toward classroom discipline: Leave things alone; End the action indirectly; Attend more fully; Spell out directions; Tract student progress. Includes written material that outlines the training program. Intended for a group training program.

Grade level: Elementary, intermediate, secondary
Developers : Robert R. Carkhoff, Andrew H. Griffin, Richard Mallory
Distributor: National Education Association, Washington, D.C.
Cost : Contact distributor

Interaction Analysis: A Minicourse (1974)

Designed to give teachers tools with which to diagnose their own classroom interactions, plan changes in their teaching behavior and then test to see if these changes result in the desired student behavior. Components include a handbook containing a complete sequence of lessons, a workbook of exercises and self-tests and an audiotape of 24 practice lesson segments. May be used individually or with a group.

Grade level: K-12
Developer : Far West Laboratory, Ned A. Flanders, Director
Distributor: Paul S. Amidon and Associates, Inc.
Cost : $13.85 for each participant

Management of Distruptive Surface Behavior (1973) Prescriptive Learning Package - 5

Aids teachers in developing and implementing individualized intervention techniques suitable for children whose learning situations result in disruptive behavior. Includes a manual, videotape and bibliography to be used in an individual training program.

Grade level: K-12
Developer : Keith L. Curry
Distributor: State University College at Buffalo
Cost : $1.00

Parental Discipline (1978)

Designed to serve as a stimulator of discussion between parents and teachers who are trying to develop methods for overcoming discipline problems. Includes a filmstrip, audiotape and 16-page guide and script booklet to be used in a small or large group training session.

Grade level: Elementary
Developer : National Education Association, Gordon Felton - Project Director
Distributor: National Education Association
Cost : $18.00

Parents as Partners in Teaching Handicapped Children (1975)

Part of Tips for Teachers; Module 2. Designed to provide teachers with a practical model for initiating and implementing a parent - tutor program. Components include an instructor's manual, response booklet, audiotape and filmstrip. May be used individually or with a group.

Grade level: Elementary
Developer : Center for Innovation in Teaching the Handicapped, Indiana University School of Education
Distributor: Center for Innovation in Teaching the Handicapped
Cost : $30.00

Reality Therapy (1968)

Presents a technique to help students become aware of and change unacceptable classroom behavior. Includes a programmed learning text and tape cassette to be used in an hour long, individualized training course.

Grade level: Elementary, secondary
Developer : Hugh Baird
Distributor: Brigham Young University Department of Secondary Education
Cost : $6.00

A Sociology of Urban Education (1973)

Designed to improve awareness and understanding of prevalent attitudes, values, goals, and aspirations in urban communities. Involves long and short term activities involving participants in community affairs. Components include a booklet outlining the 2-part training program and an extensive bibliography.

Grade level: All
Developer : Frank P. Divlus, State University College at Buffalo, Foundations of Education Department
Distributor: State University College at Buffalo
Cost : $1.00

Staff Development Program for School Counselors (1978)

A seven-part series designed to improve performance skills of school counselors. Components include a training booklet for each module in addition to nine videotapes. Can be used individually or with a group.

Grade level: Elementary, intermediate, secondary
Developer : Pioneer CESA (Cooperative Educational Service Agency in Cleveland, Georgia)
Distributor: Geogia State Department of Education
Cost : Contact distributor

Teaching I: Classroom Management (1975)

Presents the knowledge and skills necessary for classroom teachers to make behavior modification effective for classroom education. Includes a text and instructor's manual to be used in an individual or group training program.

Grade level(s): K-12
Developers : Wesley Becker, Siegfried Engelmann, and Don R. Thomas
Distributor : Science Research Associates
Cost : $7.16

EARLY CHILDHOOD EDUCATION

The Darcee Teachers Guide and Darcee Resource Unit Materials (1975)

Designed to improve instruction for young children and develop early attitudes and skills that will support future learning. Components include a teachers manual that presents concepts, a resource manual that provides materials for the teacher once training is completed, and a trainers guide. The program may be used by an individual or group.

Grade level: Pre-school
Developer : Demonstration and Research Center for Early Education (DARCEE)
Distributor: The CEMREL Institute
Cost : $5.00

English Language Arts

Dialects and Dialect Learning (1974)

Provides information onthe nature of American dialects and examins basic issues involved in teaching a standard English to speakers of nonstandard dialects. Includes 4 porgrammed instructional units with tape recordings, test materials and a leaders manual. To be used as a self-instructional course, individually or with a group. Requires 37 hours of training.

Grade level: K-12
Developer : Karen M. Hess, John C. Maxwell and Barbard K. Long of Central Midwest Regional Educational Laboratory
Distributor: National Council of Teachers of English
Cost : $55.00

English Education Learning Tasks (1976)

Designed to develop English language and literature teaching skills. Involves completing nine tasks with bibliographies, reading selections, activities, objectives and outcomes expected. Can be used by a group or individually.

Grade level: Secondary
Developer : NUSTEP (Nebraska University, Nebraska University Secondary Teacher Education Program)
Distributor: University of Nebraska
Cost : $5.00

Enriching Literature Experiences of Children (1975)

Designed to increase teachers' skill in selecting literature for children and in planning and implementing literature experiences for children. Includes a 169 page booklet which involves participants in both individual and group-related activities.

Grade level: Primary
Developer : Jo Ellyn Taylor
Distributor: Far West Laboratory for Educational Research and Development.
Cost : $6.95

Modules in Children's Literature (1975)

Six modules designed to help teachers present books to children in a way that will make reading an integral part of their lives. Modules are included in one notebook. Supplementary books are listed. May be used with individual or group training program.

Grade level: Elementary
Developer : Ruth H. Schmatz
Distributor: Teacher Corps Program, University of Wisconsin
Cost : $2.00

Write Now

Teaches teachers how to write and how to teach to write. Includes twelve 15-minute tapes and a 47 page manual of supplemental material containing exercises and quizzes related to the cassettes. Designed for a group training program with flexible scheduling.

Grade level: Secondary, college
Developer : Terrence Tobin
Distributor: Instructional Dynamics Incorporated
Cost :. $59.50

INDIVIDUALIZED INSTRUCTION

Authoring Individualized Learning Modules: A Teacher Training Manual (1970)

Designed to help the teacher recognize, design, develop and assess individualized learning materials for computer - assisted insturction. Includes a training manual divided into 2 books to be used with a group training program.

Grade level: K-12
Developer : Kenneth A. Walter
Distributor: ERIC Document Reproduction Service Computer Microfilm International Corporation
Cost : $9.87

Competency Based Teacher Education: Instructional Strategies (1973)

Nine modules designed to help teachers become aware of and utilize different available instructional strategies in order to meet individual needs of students. Involves 42 hours of individual or group training.

Grade level: Intermediate, secondary
Developer : Dr. Phyllis K. Benson, Director, Learning Resource Center
Distributor: University of Texas at El Paso, College of Education
Cost : $2.00 for each module

Design and Development of Curricular Materials (1976)

A self-instructional course in individualized currivulum design. Teaches methods and techniques of designing and implementing individualized curricula for individuals who hold major positions in curriculum development. Includes a self-instructional text, a book on instructional design articles and 4 recommended paperback books. Can be used in a group training program.

Grade level: Elementary, intermediate, secondary
Developer : Doris I. Gow, Learning Research and Development Center, University of Pittsburgh
Distributor: University Center for International Studies
Cost : $21.95

Evaluation of Team Teaching and Children's Continuous Progress - Module VI

Part of a series on team teaching. Focuses on methods of evaluating pupil progress in a team teaching situation and use of parent-teacher conference as an evaluation technique. Includes a 152-page manual and an audiotape to be used in an individual or group training program. Audiotape must be ordered separately.

Grade level: K-12
Developer : L. Jean York, University of Texas at Austin
Distributor: Leslie Press
Cost : $2.80

Five Steps to Effective Tutoring for S-R Learning

Designed to train adults in the use of specific tutoring techniques and procedures. Includes text, and a packet of instructional materials. This is a home study course designed for individual use.

Grade level: Primary
Developer : Grant Von Harrison
Distributor: Brigham Young University Home Study
Cost : Tuition and materials - $49.00, text - $8.00-$10.00

Handbook for Managing Individualized Learning in the Classroom (1975)

Designed to help teachers in the planning, organizing, implementation and management of an individualized classroom. Includes a text which may be used in a individual or group training program.

Grade level: K-12
Developers : David W. Champagne and Richard M. Goldman
Distributor: Educational Technology Publications Inc.
Cost : $11.95

Individually Guided Education (1977)

Provides a format for preparing and implementing ICE programs. Implementation takes place in five phases. *Implementor's Manual* delineates all necessary, suggested resources and materials needed for each phase.

Grade level: Elementary
Developers : Wisconsin Research and Development Center for Cognitive Learning
Distributor: Wisconsin Research and Development Center
Cost : Implementor's Manual - $40.00

Individually Guided Education, Project PLACE - Personalized Learning Activity Centers for Education (1971-1973)

Designed to develop a model elementary school program of individualized instruction. Participants gain skills in developing individual objectives, evaluation, diagnosis and appropriate teaching strategies. Includes six booklets, 18 enclosures and an *Implementation Guide*. The *Implementation Guide* lists additional materials and resources.

Grade level: Elementary
Developer : Lynchburg Public School System, Edwin L. Warehine, Project Director
Distributor: IDEA - Institute of Development of Educational Activities
Cost : Contact distributor

Individualization of Instruction...A Programmed Approach (1973)

Presents one method of individualizing instruction, including strategies for evaluation and use. Includes a leaders guide, 20 programmed workbooks, 20 self-evaluation profiles, 20 evaluation workbooks, 57 transparencies and additional supplementary materials. Designed for a group training program to last approximately 2 days.

Grade level: Elementary, secondary
Developer : William Gingold and Phyllis Gingold
Distributor: Paul S. Amidon and Associates Inc.
Cost : $145.00

Learning Centers in the Classroom

Part of the series called Developments in Classroom Instruction. Provides instructional, organizational and managerial classroom techniques for developing and implementing learning centers. Includes a book that provides lists of materials, study plans, evaluation guides and descriptions of seven learning centers to develop. May be used in an individual or group training program.

Grade level: Elementary
Developer : Ms. Neubauer, The Department of Curriculum and Instruction of the Montgomery County (Maryland) Public Schools.
Distributor: National Education Association Publications Order Department
Cost : $2.50

One Day Instructional Programing Workshop (1976)

Designed for those involved in implementing Individually Guide Education. Provides a simulated experience of applying the IGE Instructional Programming Model to a curricular area. Includes a text, resource file and implementor's manual. Two filmstrips and a set of 10 transparencies are required but do not come with the package. Intended for an eight hour, group workshop.

Grade level: Elementary
Developer : Wisconsin Research and Development Center for Cognitive Learning
Distributor: Wisconsin Research and Development Center for Individualized School
Cost : Contact distributor

Organizing Independent Learning: Primary Level - minicourse 8 (1971)

Develops teacher skill in establishing an environment in which students may work independently. Applicable to all subject matter. Includes a teacher's handbook, coordinators handbook and five 16mm color films to be used in a self-instructional 16 hour training program. Requires microteaching.

Grade level: K-3
Developers : Beatrice A. Ward, Marjorie A. Kelley and Walter F. Stenning of Far West Laboratory
Distributor: MacMillan Educational Services, Inc.
Cost : Handbooks - $4.50 each, 5 films - $175.00 rental for 6 weeks

Organizing Independent Learning: Intermediate Level - mini course 15 (1973)

Designed to develop teacher skills in the introduction, implementation, and utilization of independent learning activities for students at the intermediate level. Includes teachers handbook, coordinators handbook and seven 16mm color/sound films to be used in a self-instructional training program. Requires microteaching.

Grade level: Intermediate
Developer : Beatrice A. Ward of Far West Laboratory
Distributor: MacMillan Publishing Company
Cost : Handbooks - $4.50 each, 7 films - $165.00 rental

The Roles of the Professional and Paraprofessional Personnel in Team Teaching - Module II (1971)

Part of a series on team teaching. Focuses on team members. Intends to increase the teacher's awareness of his/her particular role and responsibilities on the team, and to increase his/her skill in utilizing all available human resources in planning and implementing an effective team. Includes a text and film to be used in a group training program.

Grade level: K-12
Developer : L. Jean York, University of Texas at Austin
Distributor: Leslie Press Corp.
Cost : booklet - $2.80, film - $12.00 rental

Teacher Aide Training System (1968)

Designed to provide the school administrator with the necessary guidelines, procedures and materials needed to implement a teacher aide training system. Includes a trainer's manual and a set of teacher aide discussion papers. Intended for a group session, once a week for 30 weeks.

Grade level: K-12
Developer : Bank Street Project of Scientific Resources. A.W. Bagemore, and Stanley Silverzweig, Project Directors.
Distributor: The MacMillan Company
Cost : $36.27

MATHEMATICS

Applying the Structured Tutoring Model in Math I (1975)

Provides techniques and procedures developed for individual tutoring in modern math in the primary grades. Includes a study guide, text, flash cards and other supplementary materials. This is a home study course designed for individual use.

Grade level: K-3
Developer : Grant Harrison
Distributor: Brigham Young University
Cost : $61.00

Experiences in the Metric System (1976)

Designed to increase understanding of the metric system and provide approaches to presenting metrics in the classroom. Includes a handbook, metric ruler and converter to be used in an individual or group conducted mini-course.

Grade level: Elementary
Developer : Herbert N. Johnson and Martha Roberson of Winona State University, Minnesota
Distributor: Paul S. Amidon and Associates, Inc.
Cost : $2.95

Individually Guided Mathematics (1976)

Provides elementary teachers with the understandings and skills required to implement an individually guided mathematics program. Includes a text, instructor's guide, film and three filmstrips to be used in a group training program.

Grade level: K-6
Developer : Thomas A. Romberg, University of Wisconsin
Distributor: Addison-Wesley Publishing Company
Cost : $290.95

Individualizing Instruction in Mathematics (1971)

Designed to increase the skills of elementary teachers in individual tutoring of pupils deficient in understanding of mathematical concepts and procedures. Includes a coordinator's handbook, a teacher's handbook and nine films to be used in a 13-hour group training program. Involves micro-teaching and six follow-up lessons to be taught once a month after completing the program.

Grade level: 1-6
Developers : Meredith Gale, Barbara Dunning and John Galassi of Far West Laboratory
Distributor: MacMillan Publishing Company
Cost : Contact Distributor

Mathematics Education Series (1973

Fifteen modules designed to increase teacher awareness and knowledge of various mathematic concepts and operations. Also designed to help the teacher improve his/her mathematics program. Includes a separate booklet for each module. Module work takes from 1-15 hours. This is a group training program.

Grade level: K-6
Developer : Atlanta Project Staff of the Department of Mathematics Education at the University of Georgia
Distributor: CBTEP Publications
Cost : $31.20

Statistics by Example (1973)

Designed to increase teacher's understanding of statistics and skill in presenting statistics as an understandable, relevant subject. Includes four texts and accompanying Teacher's Commentary and Solutions Manual to be used in an individual or group training program.

Grade level: Secondary
Developer : The Joint Committee on the Curriculum in Statistics and Probability of the American Statistical Association and the National Council of Teachers of Mathematics.
Distributor: Addison-Wesley Publishing Co., Innovative Publishing Division
Cost : $24.72

MOTIVATION

Child Development and Individually Guided Education (1976)

Part of the Leadership Series in Individually Guided Education. Designed to increase the knowledge of child development and apply this knowledge to an individually guided program. Includes text, instructor's manual, three filmstrip/cassette tapes, and a guide to the tapes. Intended for a group training program to last 3-5 days.

Grade level: Kindergarten, Elementary
Developer : IGE Teacher Education Project, School of Education, University of Wisconsin, Herbert J. Kausmeier, Director
Distributor: Addison-Wesley Publishing Company
Cost : Text - $5.95, Filmstrips - $15.00 each

Child Developement: With Implications for Working with Disadvantaged Children and Their Families (1972)

Five modules designed to improve competency in teaching the culturally disadvantaged child. Includes a 30-page booklet which serves as a syllabus of objectives, activities and suggested resources to be used for each module. Intended for teachers who are inexperienced in teaching culturally deprived children. A group training program.

Grade level: K-12
Developer : Mae E. Armster Christian
Distributor: CBTE Publications
Cost : $1.50

Effective Questioning: Elementary Level (1970)

Designed to give teachers knowledge of and practice in using specific questioning techniques that increase student participation and learning during class discussion. Includes teacher's handbook, coordinators handbook and eleven 16mm color/sound films. This is a self-instructional course requiring 6 hours (in or out of school) a week for five weeks to complete. Involves videotaping of teacher microteaching.

Grade level: Elementary
Developers : Walter Bork, Marjorie Keller and Philip Langer of Far West Laboratory
Distributor: MacMillan Publishing Company
Cost : Contact distributor

Effective Questioning Techniques (1973)

An individualized training program designed to help teachers improve their questioning techniques. The training involves pre-assessment followed by three different learning alternatives. Participants conclude the training by making a 10-minute video-tape of themselves to demonstrate techniques learned. Components of the learning alternatives include a film, exercises and two books. All are outside resources.

Grade level: K-12
Developer : Lewis Sinatra
Distributor: State University College at Buffalo
Cost : Effective Questioning Techniques booklet - $1.00

Group Processes (1972)

Provides background and suggestions to help users observe and discuss the realities of interaction in small groups. Includes four black and white 16mm films and an instructor's manual to be used in a group training program.

Grade level: Elementary, intermediate, secondary
Developer : Far West Laborator, David Berliner, Director
Distributor: National Resource and Dissemination Center
Cost : $272.00

Higher Cognitive Questioning (1971)

Designed to increase the teacher's use of higher cognitive questions (analysis, synthesis and evaluation). Includes a teacher's handbook and six 16mm films. This is an individualized training program that involves micro-teaching and reteaching to practice skills learned.

Grade level: Elementary, secondary
Developers : Far West Laboratory for Educational Research and Development. Walter Borg and Ned Flanders - Directors
Distributor: MacMillan Publishing Co.
Cost : Rental - $15.00 for six weeks

Individually Guided Motivation (1975)

Presents four motivational/instructional procedures for aiding children to become increasingly mature in motivation, educational achievement and self-direction. Includes a textbook, implementation manual and five films to be used in a training program involving the total school staff. Training involves five two hour sessions that include large and small group sessions in addition to individual activities.

Grade level: Elementary
Developer : Wisconsin Research and Development Center for Cognitive Learning, Herbert J. Klausmeier, Director
Distributor: Wisconsin Research and Development Center for Cognitive Learning
Cost : $354.00

Interpersonal Communications (1977)

Designed to improve skills in interpersonal communications by developing techniques such as paraphrasing, describing behavior, describing feelings, checking perceptions, identifying non-verbal communication clues and identifying responses to build communications skills. Includes nine films, one audiotape, a leader's manual and participant materials. Intended for a group training program. There are 20 units, each approximately 90 minutes long.

Grade level: K-college
Developers : Charles Yung, Rosalie Howard, Ruth Emory, Rene Pino of Northwest Regional Educational Laboratory
Distributor: XICOM, Inc.
Cost : $307.90

Interpersonal Influence Workshop (1975)

Designed to increase teacher awareness and understaning of the concepts of interpersonal influence and develop skills in applying these concepts in the classroom. Includes a learder's manual, participant materials, audiotape and set of four films to be used in a 30 hour, group training program.

Grade level: K-college
Developers : Ruth Emory and Rene Pino of Northwest Regional Educational Laboratory.
Distributor: XICOM, Inc.
Cost : $132.40

Motivation in Learning (1978)

Designed to strengthen current teaching practices which positively influence student motivation, as well as to develop skills and strategies for daily teaching and learning activities. Includes a guidebook, leaders guide, audiotapes, duplicating masters, and additional training materials to be used in a 26 hour, group or individual training program.

Grade level: All
Developer: Raymond J. Wlodkowski
Distributor: National Education Association
Cost : $141.60

Non-Verbal Communication and the Affective Domain (1973)

Designed to improve the teacher's interpersonal relations skills through better understanding of the non-verbal behavior of students. Includes printed material, tape casettes, videotapes and slides to be used in small group (6-8 persons) training sessions.

Grade level: Elementary, secondary
Developer : Claudette Merrell Ligons, Texas Southern University
Distributor: Teacher Corps Association
Cost : $35.00

Recognizing How Children Develop (1973)

Provides teachers with a systematic understanding of children's developmental patterns so they may more effectively apply appropriate techniques of behavior modification. Includes 51 page module booklet, a filmstrip-tape program and a consumable materials packet to be used in an individual or group training program.

Grade level: Pre-school - secondary
Developer : State of Florida Department of Education
Distributor: Booklet: Floyd T. Christian, Commissioner, Department of Education, Tallahassee, Florida (904)488-1234
Filmstrip - tape: VIMCET Associates
Cost : $18.80

Teaching: A Course in Applied Psychology (1971)

Designed to improve teacher effectiveness in the classroom by applying principles of behavioral psychology. Includes two softcover books, an instructor's manual and a text to be used in an individual or group training program.

Grade level: Pre-school, elementary
Developers : Wesley Becker, Siegfried Englemann, Don R. Thomas
Distributor: Science Research Associates
Cost : Instructor's Manual - $2.24, Text - $8.76

A Total Creativity Program for Individualizing and Humanizing the Learning Process (1972

Provides methods of identifying, measuring and stimulating the creative potential of all children through the use of varied teaching strategies across the content areas. Includes five volumes of printed material, an instructor's manual, two poster sets, a Teaching Strategies Packet and two audiotape cassettes. May be used in an individual or group training program with an adaptable schedule.

Grade level: K-6
Developer : Frank E. Williams
Distributor: Educational Technology Publications
Cost : $79.95

MULTICULTURAL EDUCATION

Analyzing Children's Books from a Chicano Perspective (1975)

Designed to increase teachers' skills in analyzing and evaluating educational materials from the Chicano perspective. Includes text to be used in an individual study program with group discussion encouraged. Participants must have access to selections from lists of children's books.

Grade level: Early Childhood Education, Elementary
Developers : Joseph S. Martinez and Oscar Uribe
Distributor: Far West Laboratory for Educational Research and Development
Cost : $4.95

Confrontation (1970)

Designed to help teachers and other interested school personnel to analyze specific types of interpersonal problems that may be encountered in a multicultural, multiethnic school setting and to propose and implement solutions. Includes a discussion leader guide, five films and coordinator's handbook to be used in a 2-hour, four day group training program.

Grade level: Elementary, intermediate and secondary
Developer : Staten Webster of Far West Laboratory for Educational Research and Development.
Distributor: Anti-Defamation League, B'nai B'rith
Cost : Contact distributor

Inner-City Simulation Laboratory (ICSL) (1969)

Designed to help teachers develop teaching strategies and solutions that can be used to deal with instructional problems unique to the inner-city school setting. Includes two orientation filmstrips with LP narration, fourteen 16mm sound scripts or role play cards, a book of spirit masters, a data resource book of resource materials, a simulation director's guide and a director's guide. This is a group (10-15 maximum) training program designed for either a 2-week or 1 year implementation.

Grade level: Elementary, intermediate
Developer : Donald Cruickshank
Distributor: Science Research Associates
Cost : Contact distributors

Saving Multi-Ethnic Problems (1970)

Designed to train users in recognizing and dealing with problems related to school desegregation and integration. Its approach to solving such problems is through improvement of educators' communication skills, role playing and simulation techniques are used. Includes a 16mm film, program director's manual, guidebook for leaders, participants' handbooks and workbooks. Thirty hours of group training are needed to cover the program.

Grade level: Elementary
Developer : Frederick P. Venditti, Director of Educational Opportunities Planning Center, University of Tenn.
Distributor: Anti-Defamation League
Cost : $255.00

Solving Multi-Ethnic Problems (1970)

Designed to give school personnel an opportunity to confront and hopefully solve some of the ethnic problems they might have to face in desegregated or integrated school situations. Techniques of simulation and role playing are used to help participants experience life like problem-solving situations. Includes program directors manual, five guidebooks for leaders, 50 participant handbooks, 50 participants' workbooks, 50 bibliographies, 5 sets of role play sheets and a film. Twenty-four hours of group training are recommended to complete the program.

Grade level: Secondary
Developer : Frederick P. Venditti, Director of Educational Opportunities Planning Center, University of Tenn.
Distributor: Anti-Defamation League
Cost : $318.50

READING

The Affective Dimension of Reading (1977)

Provides information on how children's reading interests,attitudes and habits are formed and assists teachers with the application of that understanding to the planning and implementation of appropriate language-learning and reading related activities. Includes twelve video cassettes and a resource guide to be used in a group training program.

Grade level: Elementary, intermediate, secondary
Developer : Department of Reading Education
Distributor: Indiana University, School of Education
Cost : Contact distributor.

Approaches to Reading (1976)

Present five approaches to reading: the phonics approach, multisensory approach, linguistic approach, language-experience approach and sight approach. No one best approach is stressed. Includes six filmstrips, seven audiocassettes, an instructor's guide and duplicating masters. May be used in an individual or group training program.

Grade level: Elementary
Developer : Linda J. Jacobs
Distributor: Teaching Resources Corporation
Cost : $105.00

Competency in Teaching Reading (1972)

Designed to develop competency in designing and conducting tests and lessons suitable for specific reading - skill objectives. Includes text and instructor's guide to be used in a small group training program to last 4-7 hours per week for eleven weeks.

Grade level: Elementary
Developer : Carl J. Wallen, University of Oregon
Distributor: Science Research Associates
Cost : $9.96

Home Study: Applying the Structured Tutoring Model to Teaching Reading Skills to Secondary Students (1976)

Designed to teach lay tutors or teachers how to tutor reading emphasizing blending, phonics, irregularities in the language and basic reading skills. Originally designed as a home study course for tutors. Could be used by teachers to train tutors or as teacher inservice.

Grade level: Secondary
Developer : Dr. Grant Von Harrison
Distributor: Brigham Young University, Home Study
Cost : Contact distributor

Informal Reading Inventory- Module 4 - Tips for Teachers (1975)

Provides methods of preparing and administering informal reading inventories for the purpose of effectively diagnosing student's instructional reading levels. Includes two audiotapes, a color filmstrip, participant response book and an instructor's manual to be used in a four hour individual or group training workshop.

Grade level: Elementary
Developer : Center for Innovation in Teaching the Handicapped, Melvyn I. Semmel, Project Director
Distributor: Center for Innovation in Teaching the Handicapped, School of Education, Indiana University
Cost : $30.00

Personalizing Reading Instruction in Middle, Junior, Senior High Schools (1977)

Designed to develop reading skills throughout an entire school curriculum; including strategies for improving content area of instruction and increasing interest in reading. Includes text to be used in a long-term group training program.

Group level: Intermediate, secondary
Developers : Martha H. Dillner and Joanne P. Olson
Distributor: MacMillan Publishing Co.
Cost : $8.95

Objective - Based Reading (1976)

Designed to build skills, provide information and increase understanding in relation to the teaching of reading in an individually-guided educational program (part of the Leadership Series in Individually Guided Education). Includes a textbook, instructor's guide, a film and 3 filmstrips to be used in an group training program.

Grade level: Elementary
Developers : Wayne Otto, Robert Chester
Distributor: Addison-Wesley Publishing Company
Cost : Contact distributor

Reading Expertise Through Continuing Inservice Programs for Educators - RECIPE (1976)

Designed for first year elementary teachers to help them implement effective instruction, organize the classroom, manage children, and maintain discipline. Includes six module booklets to be used in an individual or group training program.

Grade level: K-6
Developer : York County Public Schools
Distributor: York County Public Schools
Cost : $8.00

Remedial Reading (1974)

Provides background information on the nature of remedial reading, practical approaches to discovering and diagnosing reading disabilities, techniques for grouping and planning a remedial program, methods for teaching specific reading skills and better ways of assessing and reporting pupil progress. Includes 15 taped lessons, leader's manual, and participant's handbook to be used in a 24 hour, group training porgram.

Grade level: K-12
Developers : Dr. Eddie C. Kennedy, Dr. Ruth C. Lewis
Distributor: Paul Amidon and Associates
Cost : $156.50

Teaching Reading as Decoding (1973)

Designed to develop teacher skills related to building student decoding skills. Includes one videotape, teachers handbook to be used in a 4-8 hours a week, small group training program.

Grade level: Elementary
Developers : Beatrice A. Ward and Dawn B. Skailand of Far West Laboratory
Distributor: MacMillan Educational Services, Inc.
Cost : Contact distributor

Teaching Reading to Handicapped Children - No. six in series TIPS FOR TEACHERS (1974)

Provides three components to assist in the teaching of reading to handicapped children; 1) characteristics of handicapped learners, 2) basic reading skills and 3) instructional approaches. Offers techniques and activities in each of the instructional approaches. Includes an audiotape, filmstrip, instructor's manual and response book to be used in an individual or group training program.

Grade level: K-6
Developer : Center for Innovation in Teaching the Handicapped
Distributor: Center for Innovation in Teaching the Handicapped
Cost : $30.00

Teaching Teen Reading Series (1974)

Designed to help teachers assess materials, evaluate student needs and abilities, and develop an individualized approach to meeting the variety of reading ability levels represented in any class. Development, sequencing and the use of reading and study skills are emphasized. Includes a volume to be used as an individualized inservice program.

Grade level: Upper elementary, intermediate, secondary
Developers : Nancy A. Eberhart, Margaret V. Lloyd, Virginia Kunkle
Distributor: Ohio Department of Education, Division of Educational Redesign and Renewal
Cost : $8.60

Training Program - Distar Reading I (1975)

A supplementary training program for teachers of Distar Reading I. It introduces basic understandings of Distar and teaches specific teaching skills for presenting the first 160 lessons in the program. Includes training kit, seven filmstrips and cassettes and training brochure to be used in an individual or group training program.

Grade level: Kindergarten, first grade
Developer : Linda Meyers
Distributor: Science Research Associates, Inc.
Cost : $115.00

SCIENCE

Environmental Education (1975)

Designed to build skills, provide information, encourage attitude change and increase understanding on the subject of environmental education. Includes two softcover booklets and a filmstrip to be used in a 16-hour group training program.

Grade level: K-8
Developer : H.B. Lantz
Distributor: Title 4C Environmental Education Program, Orange County High School
Cost : $3.00, filmstrip $10.60

Individually Guided Science (1977)

Provides a model for the teaching of science in individually guided education, emphasizing teaching strategies that are drawn from successful IGE programs. Includes text, instructor's guide, film, and 2 filmstrips with accompanying tape cassettes. A performance/competency based program whose components may be adapted to the user's own design.

Grade level: Elementary
Developer : IGE Teacher Education Project, University of Wisconsin-Madison, Herbert J. Klausmeier, Director
Distributor: Addison-Wesley Publishing Company
Cost : $75.95 - $245.95

SOCIAL STUDIES

Individually Guided Social Studies (1976)

Designed to help teachers gain competence in implementing individually guided social studies. Includes one instructor's manual, two filmstrips, two cassette tapes and a guide to the tapes. Suggested group training sessions one hour a week for 3-5 weeks.

Grade level: K-9
Developer : IGE Teacher Education Project, School of Education, University of Wisconsin at Madison. Herbert J. Klausmeier, Project Director
Distributor: Addison-Wesley Publishing Company
Cost : Contact distributor

Social Science for the Contemporary Classroom (1973)

Provides teachers with a comprehensive view of the changes in social studies education. Introduces the teacher to new teaching techniques and strategies and to diversified, innovative materials.

Grade level: Elementary, secondary
Developer : Rita Watrin and Elmer Williams
Distributor: Silver Burdett Co., Eastern Office
Cost : $60.48

Social Studies Methods of Instruction - Prescriptive Learning Package - 2 (1973)

Designed to help teachers become aware of specific instructional approaches in social studies. Twenty-seven methods of instruction are covered, i.e: comparative analysis, demonstration, diagnosis directed observation. Includes a 27-page manual, videotape and bibliography to be used in a group training program.

Grade level: Elementary, adaptable for intermediate and secondary
Developer : John Bruno, Department of Curriculum and Instruction, SUNY, Buffalo
Distributor: State University College at Buffalo
Cost : $1.00

System V: Consumer Education Inservice Program (1975)

Consumer education is used as a framework for presenting training in five specific teaching strategies: values clarification, inquiry, questioning, role playing and simulation games. Includes five modules each containing filmstrips, audio-cassettes, leader cards, participants manuals and one 16mm film. Each module is designed for three or four, group workshops.

Grade level: Intermediate, secondary
Developer : Changing Times Education Service and the Center for Family Finance and Consumer Education, Mary Gibbs - Project Director
Distributor: Changing Times Education Service
Cost : $1,552.00

Teaching Social Studies in the Secondary School (1973)

Provides reasons why social studies should be taught. Includes use of primary evidence, prehistory and teaching devices of the case method and historiography. Two hundred and eighty-three page text may be used individually or by group.

Grade level: Secondary
Developers : John R. Lee, Stephen E. Ellenwood, and Timothy H. Little
Distributor: MacMillan School Division
Cost : $5.95

SPECIAL EDUCATION

Approaches to Mainstreaming (1977)

Designed to help regular classroom teachers who have limited experience with effective instruction for special needs children. Includes two units each containing four filmstrips, audiocassettes, and a guide to be used in an individual or group training program.

Grade level: Elementary
Developer : Teaching Resources Corporation
Distributor: Teaching Resources Corporation
Cost : $76.00 for each unit

A Decision Making Model for Teaching the Handicapped - Module 8 - Tips for Teaching(197

Designed to increase skills in diagnosis and prescription, relating to the instructional needs of special children, and techniques of systematically planning and using a decision-making model for the special education classroom. Includes instructor's manual, four response books, a cassette tape, and a filmstrip to be used in an individual or group training program.

Grade level: K-6
Developer : Center for Innovation in Teaching the Handicapped, School of Education, University of Indiana at Bloomington.
Distributor: Center for Innovation in Teaching the Handicapped
Cost : Contact distributor

GET SET - Generic Education Training for Special Education Teachers (1978)

Designed to prepare special eduation teachers to function in instructional settings where they must be prepared to serve all types of handicapped children and to provide support to regular classroom teachers. Includes leader's manual, a book of resources, manipulative materials, transparencies, filmstrips and audiocassettes. Intended for a 60-hour group training program.

Grade level: All
Developers : Helen P. Almanza and Phyllis Winford Lee
Distributor: Educational Service Center, Region VIII, Austin, Texas
Cost : $360.00

Hearing - Impaired Formal Inservice Program (1975)

Designed to increase understanding, provide information and develop needed skills for teachers in public schools who will find that hearing impaired children are being mainstreamed into their classrooms. Includes a comprehensive manual, 21 transparency masters, a 12-minute videotape and an audiotape cassette to be used in an 8-10 hour individual or group training program.

Grade level: Elementary
Developer : Northeast Regional Media Center for the Deaf, University of Massachusettes at Amherst
Distributor: National Audiovisual Center
cost : $53.00

Improving Spelling Skills in Handicapped Learners: Why Isn't Fish Spelled "GHOTI?" from the series Tips for Teachers (1976)

Designed to help teachers deal effectively with students' spelling problems by first determining the nature of the spelling error and then applying the proper remedial technique to correct the error. Includes one filmstrip, cassette tape, instructor's manual and four response books to be used in an individual or group training program.

Grade level: K-12
Developer : Center for Innovation in Teaching the Handicapped
Distributor: Center for Innovation in Teaching the Handicapped
Cost : $30.00

Individualized Educational Program (1978)

Designed to clarify, for educators and parents, the implications of specifically on the development of the Individualized Education Plan for the handicapped child. Includes three filmstrips with accompanying tape cassettes, teacher's manual, 16 black-line masters and supplementary readings to be used in a 1-2 day group workshop.

Grade level: Elemenatry, intermediate, secondary
Developer : Special Learning Corporation, Teacher's Manual written by Jo Ann Lulow
Distributor: Special Learning Corporation
Cost : $140.00

Individualized Educational Programming: A Child Study Team Process (1977)

Part of the Mainstreaming Training Series. Provides training in the use of the Individualized Educational Program (IEP) and the Child Study Team. Includes a filmstrip with audio cassette, a text, a leader's guide, and participant materials. Intended for a one or 3 hour, group workshop. May also be used individually.

Grade level: All
Developer : Juda Schrag
Distributor: Teaching Resources Corporation
Cost : $49.95

Integration of Children with Special Needs (1974)

Designed to train teachers to develop teaching strategies that can be used with children with different learning styles, rates of progress, special learning needs and behavioral patterns all in the same classroom. Includes a series of 10 videotape cassettes, accompanying booklets and a discussion guide for leaders to be used in a group training program. Two hour sessions recommended for each of the ten programs.

Grade level: K-12
Developer : Dr. Constance Murray, Project Director, Lexington, Massachusetts Public Schools
Distributor: Agency for Instructional Television
Cost : Videotape - $160 each, booklets - .65

Keeping in Touch with Parents: The Teacher's Best Friend (1977)

Part of the Mainstreaming Training Series. Designed to promote effective communication between parents and teachers of special needs children. Provides knowledge and skills to teachers to help them involve parents in the education of their children. Includes a filmstrip, audio cassette, text, leader's guide and participant materials to be used in a group training program.

Grade level: All
Developer : Leatha M. Bennent and Ferris Henson
Distributor: Teaching Resources Corporation
Cost : $49.95

Project Me

Early Childhood education for the handicapped. Prepares teachers to work with handicapped children. Awareness, assessment, placement programming, instructing and parental counseling are some of the major topics addressed. Includes a leader's manual, participant's manual, transparencies, seven filmstrips and six audiotapes. Intended for an 80 hour, group training program.

Grade level: Pre-school
Developer : Nora Nielson
Distributor: Education Service Center, Region XIII, Austin, Texas
Cost : $260.00

The Public Law Supporting Mainstreaming (1977)

Part of a Mainstreaming Training Series. Focuses on due process procedures and procedural safeguards for implementing PL94-142. Includes a filmstrip, tape cassette, leader's guide and text to be used in a one or three hour group workshop. May also be used individually.

Grade level: All
Developers : A. Lee Parks and Marilyn K. Rouseau
Distributor: Teaching Resources Corporation
Cost : $49.95

Secrets for Survival: The Training Program for Teachers of the Severely/Profoundly Handicapped (1977)

Presents competencies that are essential to teaching severely/profoundly handicapped children. Includes a leader's manual, participant manual, book of resources, five commercial booklets, manipulative materials and several media components. Involves participants completing activities as outlined in large groups, small groups and individually.

Grade level: All
Developer : Helen P. Almanza, Phyllis Winford Lee
Distributor: Education Service Center Region XIII, Austin, Texas
Cost : $330.00

Special Education Placement: Issues and Alternatives (1973)

Designed to increase users' understanding of the problems inherent in placing handicapped learners in special education classes. The product intends to help build users' skills in the decision-making related to the issue of special placement and it provides information on the educational and legal aspects of special grouping. Includes a 16mm film and 120-page paperback book to be used in an individual or small group training program.

Grade level: Elementary, intermediate, secondary
Developer : Special Education Program, University of Connecticut, John F. Cawley, William Korba, Pappanikou
Distributor: The Council for Exceptional Children
Cost : Film - $125.00, Book - $7.00

Specific Learning Disabilities (1973)

Presents techniques of identifying and managing children with specific learning disabilities. Includes visual and auditory perception and learning, remediation of specific language, reading and writing problems, motor and arithmetic disabilities. The program is comprised of 10 audiotape lessons, 79 transparencies, 17 supplementary resource materials and a leader's guide to be used in ten two hour group training sessions.

Grade level: Elementary
Developer : Barbara Sasso
Distributor: Paul S. Amidon and Associates, Inc.
Cost : $175.00

Star Power: Providing for the Gifted and Talented (1978-1979)

Ten self-instructional modules designed to help educators meet the needs of gifted and talented students. Includes a booklet for each module, a leader's resource guide and 12 curriculum handbooks to be used in an individual or group training program.

Grade level: K-12
Developer : Educational Service Center, Region XIII
Distributor: Educational Service Center, Region XIII, Austin, Texas
Cost : $75.00

Troubleshooting in Teaching Concepts (Tips for Teachers Series) (1975)

Designed to help teachers stimulate cognitive processes by focusing on three mediational processes; associative thinking, classifying and inferring. Includes an audiotape, a filmstrip, instructor's manual, in a two hour group training program.

Grade level: K-12
Developer : Center for Innovation in Teaching the Handicapped, Melvyn L. Semmel, Project Director
Distributor: Center for Innovation in Teaching the Handicapped, School of Education, Indiana University
Cost : $30.00, set of response books - $4.00 each

TEACHING STRATEGIES

Deductive Strategies -(Module I: D-3 of the Competency - Based Teacher Education Series (1973)

Designed to develop the ability to use advance organizers in the preparation of lessons and to sequence content material in such a way to facilitate learning. Includes one booklet to be used in a ten hour individual or group training session.

Grade level:	Intermediate, secondary
Developer :	Norma Hernandez, College of Education, University of Texas, El Paso
Distributor:	University of Texas at El Paso
Cost :	$2.00

Designing Effective Instruction - A New Adventure in Teaching (1970)

Designed to help teachers improve their ability to design effective classroom instruction. Includes techniques of writing behavioral objectives and criterion tests, analyzing congent in terms of stimulum and response and validation processing. Includes 15 audiotapes, 12 filmstrips, one monitor's manual, one script book, ten participants workbooks and ten sets of tests and final examinations. To be used with a group of approximately ten persons during 20 hours of training.

Grade level:	K-12
Developer :	General Programmed Teaching
Distributor:	General Programmed Teaching
Cost :	$725.00

Discussing Controversial Issues (1975)

Provides training in moderation and participant techniques to help students and teachers make effective use of discussions. The four lessons are: Creating Open Discussion, Keeping the Discussion Focused, Analyzing Different Points of View and Ending Discussions. Includes four videotape cassettes, four films, and coordinator, teacher and student handbooks. Four 3½ hour training sessions are recommended for a maximum group of ten.

Group level:	Secondary
Developers :	Morris K. Lai, Meredith D. Gall, Rachel Ann Elder and Rita Weathersby of Far West Laboratory
Distributor:	Agency for Instructional Television
Cost :	Contact distributor

A Handbook for Interdisciplinary Teaming (1974)

Provides group exercises designed to improve the functioning of a teaching team. Includes a handbook with three main sections of instructions: discovering what the situation is, improving meetings and improving the quality of relationships. Participants engage in group discussion, role and game playing. Each exercise varies from ½ to 3 hours in length.

Grade level: K-12
Developer : Robert E. Pennington and Julienne K. Pendleton
Distributor: Research and Development Center for Teacher Education, University of Texas
Cost : $10.00

Inductive Strategies (Module I: D-2 of the series, "Competency - Based Teacher Education" (1973)

Trains teachers in concept attainment and conceptualization skills, Includes one booklet to be used in a ten hour individual or group training session.

Grade level: Intermediate, secondary
Developer : Norma Hernandez, University of Texas at El Paso
Distributor: University of Texas at El Paso
Cost : $2.00

Instructional Product Selection Kit (1975)

Designed to familiarize users with product selection criteria and increase users skills in selecting effective instructional products for their classrooms. Includes printed material, a filmstrip and practical exercises to be used in a group training session.

Grade level: Elementary, intermediate
Developer : SWRL Educational Research and Development
Distributor: Southwest Regional Laboratory for Educational Research & Development
Cost : $75.00

Instructional Strategies (Module I: D-1 of Competency Based Teacher Education Series) (1973)

Designed to improve teacher effectiveness by familiarizing users with a variety of teaching strategies available for exploration and incorporation into individual teaching styles. Includes one booklet and requires five hours of individual or group training.

Grade level: Intermediate or secondary
Developer : Norma Hernandez
Distributor: The University of Texas at El Paso
Cost : $2.00

Instructional Supervision: A Criterion Referenced Strategy (1969)

This program examines an approach wherein attention is directed toward the consequences of instruction rather than the means used during instruction. Includes a film strip, cassette tape and instructor's manual to be used an hour long, individual or group training program.

Grade level: K-12
Developer : W. James Popham, Instructional Objectives, Exchange and School of Education, U.C.L.A.
Distributor: Vimcet Associates
Cost : $20.00

Models of Teaching (1975)

Seven models designed for the development and improvement of individual teaching strategies. The seven models are: concept formation, concept attainment, role playing, inquiry training, synectics, and simulation. Includes printed materials, one 90-minute audio-cassette tape, six video tapes, 20 textbooks, 20 workbooks and one simulation game. Training takes place in 15 three hour group sessions.

Grade level: Elementary, intermediate, secondary.
Developer : John Leeke of the National Education Association
Distributor: National Education Association, Washington, D.C.
Cost : $600.00

Organizing Intergrade Tutoring (1971)

Designed to assist teachers in organizing an instructional system that uses students as tutors in teaching other students instructional objectives. Designed for individual training. Includes an instructional packet and textbook.

Grade level: Elementary, intermediate
Developer : Dr. Grant Von Harrison
Distributor: Brigham Young University, Home Study
Cost : Instructional Package - $49.00, Text - $10.00

Planned Variation in Responding to Student Learning Styles - Set 3 (1976)

Trains teachers in methods of responsiveness, increasing student initiative and providing varying degrees of structure according to student needs. Includes instructor's manual, student's manual and three films. To be used in group training sessions.

Grade level: Elementary, intermediate, secondary
Developers : Greta Morine - Dershimer, Ned A. Flanders, and David E. Hunt. of Far West Laboratory
Distributor: National Resource and Dissemination Center
Cost : Manuals - $3.00 each, films - $15.00 rental

Programmed Instruction -(Module I: D-10 of the Competency - Based Teacher Education Series) (1972)

Defines the elements and common characteristics of programmed instruction. Includes one booklet to be used in a two hour individual or group training session.

Grade level: Intermediate, secondary.
Developer : Velma Lou Davis
Distributor: University of Texas at El Paso
Cost : $2.00

Project Teach - Teacher Effectiveness and Classroom Handling (1974)

Provides positive management and relational skills to help teachers deal positively with the day-to-day problems and occurrences in the classroom Includes an instructor's guide, two sets of cassette tapes, and a trainee's manual to be used in a 45-60 hour group training program.

Grade level: K-12
Developer : Performance Learning Systems
Distributor: Performance Learning Systems, Inc.
Cost : $45.00

Questioning that Turns Students On Rather than Off (1974)

Provides skills and techniques for teachers to use in developing better questioning. A self-contained home study course which includes a workbook, assignments to be submitted,pad and two cassette tapes.

Grade level: K-12
Developer : Lyal E. Holder
Distributor: Brigham Young University, Department of Home Study
Cost : $29.25

REACT I - Computers in Education: A Survey (1971)

Provides a background in basic computer concepts, which includes some experience in programming, appreciation of the social impact of the computer and experience with administrative and instructional applications. Includes ten books to be used in an independent or group training session.

Grade level: Elementary, Intermediate, secondary
Developer: Northwest Regional Educational Laboratory
Distributor: Tecnica Education Corporation
Cost : $2.95 each book, 1-20 books $27.95

REACT II: Computer - Oriented Curriculum (1971)

Provides teachers with examples of computer uses in several curriculum areas. Includes nine booklets to be used in 30 hours of group or individual training. Some program activities require users to work on a teletype, making access to a terminal necessary.

Grade level: Elementary, intermediate, secondary
Developer : Northwest Regional Education Laboratory
Distributor: Tecnica Education Corporation
Cost : 1-20 books $24.25, over 20 $18.60

Research Utilizing Problem Solving - Classroom Version (1966)

Designed to work out a systematic problem solving process as a way of working toward improvements in the school setting and also to try out some ways of increasing teamwork skills. Includes a leaders guide, an audiotape, text and participant materials to be used in a 30 hour group workshop

Grade level: K-12
Developer : Northwest Regional Education Laboratory
Distributor: Commercial Educational Distributing Services
Cost : $28.70

The Social Environment of a Student (1975)

Provides participants with greater knowledge and understanding about the social background and interactions of the students they teach. Includes a booklet to be used in a group training program covering 15 topics. Six simulation games are included in the program. Names of distributors and prices are included at the end of the book. One session is suggested for each topic.

Grade level: Elementary, intermediate, secondary
Developer : Frank P. Divlus
Distributor: State University College at Buffalo
Cost : $1.00

Teacher Aide Training System - Trainer's Manual (1968)

Designed to help with the training of teacher aides. Includes one book and one set of SRI teaching instruction pamphlets to be used in a 31 session training program for groups.

Grade level: K-12
Developer : SRI - Scientific Resources Inc.
Distributor: MacMillan Company
Cost : $51.84

Teaching Problems Laboratory (1967)

Designed to help teachers solve problems of classroom management, parent-teacher relations, curriculum and methodology. Includes 11 films, instructor's guide, two ditto master books, role playing task cards, two filmstrips and one participant unit. A 35-45 hour group training program.

Grade level: K-8
Developer : Dr. R. Cruishank, Frank W. Broadbent, and Roy L. Bubb
Distributor: Science Research Associates
Cost : $600.00

Teaching 2: Cognitive Learning and Instruction (1975)

Provides information on effective instruction, strategies for instructional programming and application of those ideas to teaching concepts, operations and intehligent problem solving skills. Includes instructor's manual and participant manual to be u-ed in an individual or group training program.

Grade level: K-12
Developers : Wesley Becker, Siegfried Engelmann, and Don R. Thomas
Distributor: Science Research Associates
Costs : $7.16

The Use of Higher Level Questions (1973)

Provides skill development in the use of higher level questions. Emphasis is on six types of questions: knowledge, comprehension, application, analysis, synthesis and evaluation. Includes participant booklet, films and coordinators handbook to be used in a group training program.

Grade level: K-12
Developers : William Licata, Lewis Sinatra, and John A. Masla
Distributor: Booklet: State University College of Buffalo, Additional components: MacMillan Educational Services
Cost : Booklet - $1.00, additional components - contact distributors

A Workshop for Interdisciplinary Faculty Teaming (1974)

Designed to develop team teaching skills and to improve group dynamics and interaction among team members. Includes printed materials for participants and coordinator to be used in a three day group workshop.

Grade level: K-12
Developers : Gene Hall, Susan Loucks, Brad Manning, Julienne Pendleton, Robert Pennington, Richard Wallace and Donald Witzke
Distributor: Research and Development Center for Teacher Education, University of Texas
Cost : $10.00

DISTRIBUTORS

1. Addison Wesley Publishing Company
Jacob Way
Reading, Massachusetts 01867
Contact : David P. Geggis
(617) 944-3700

2. Agency for Instructional Television
Box A
Bloomington, Indiana 47402
(812) 339-2203

3. American Association for Vocational
Instructional Materials
120 Engineering Center
Athens, Georgia 30602
(404) 542-2586

4. Anti Defamation League
B'nai B'rith
823 United Nations Plaza
New York City, New York 10017
Contact : Rivka Spitz
(212) 490-2525

5. Arizona Bilingual Materials Development
College of Education, Box 601
University of Arizona
Tucson, Arizona 85721
Contact : Angel J. Carranza
(602) 626-1618

6. Associates for Behavior Change
P.O. Box 7069
Van Nuys, Calif. 91409
(213) 877-4849

7. Bailey Films Associates
Educational Media
2211 Michigan Ave.
P.O. Box 1795
Santa Monica, California
(213) 829-2901

8. Brigham Young University
Department of Secondary Education
110 McKay Building
Provo, Utah 84602
(801) 374-1211

9. Brigham Young University
Home Study
Herald R. Clark Building
Provo, Utah 84602
(801) 374-1211 Ext. 2635

10. CBTE Publications
College of Education
University of Georgia
427 Aderhold Hall
Athens, Georgia 30602
(404) 542-4244

11. Cemrel Inc.
Publications
3120 59th st.
St. Louis, Missouri 63139
(314) 781-2900

12. Center for Innovation in Teaching
the Handicapped
School of Education
2805 East 10th St.
Bloomington, Indiana 47401
Contact : Melvyn I Semmel
(812) 337-5847

13. Changing Times Education Service
Department 150
1729 H. Street, N.W.
Washington D.C. 20006
(800) 328-1452

14. Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

15. Education Service Center gion XIII
Instructional Services
7703 North Lamar Blvd.
Austin, Texas 78752
(512) 458-9131

16. Educational Technology Publications
140 Sylvan Ave.
Englewood Cliffs, New Jersey 07632
Contact : Howard Lipsitz
(201) 871-4007

17. ERIC Document Reproduction Service
Computer Microfilm International Corp.
P.O. Box 190
Arlington, Virginia 22210
(703) 841-1212

18. Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3000
Contact : Ann Sarmento

19. General Programmed Teaching
Division of Career Education
Association Incorparated
6122 Reisterstown Road
Baltimore, Maryland 21215
Contact : Morris Tischler
(301) 358-7810

20. Georgia State Department of
Education
Office of Instructional Services
Division of Program and Staff
Development
127 State Office Building
Atlanta, Georgia
Contact : Titus Singletarn
(404) 656-2476

21. IDEA - Institute for Development of
Educational Activities
5300 Farhills Ave. P.O. Box 628
Dayton, Ohio 45419

22. Indiana University
School of Education, Suite 211
Indiana, University
Bloomington, Indiana 47405
(812) 337-7167

23. Instuctional Dynamics International
666 N. Lake Shore Drive
Chicago, Illinois 60611
Contact : Marcia Browning
(312) 943-1200

24. Leslie Press
111 Leslie Street
Callas, Texas 75207
Contact : Mrs. Haley
(214) 748-0564

25. MacMillan Publishing Company
Front and Brown Streets
Riverside, N.J. 08370
Contact : Lorraine Harrilla
(609) 461-6500 Ext. 243

26. National Audiovisual Center
General Services Administration
Washington, D.C. 80409
(301) 763-1896

27. National Council of Teachers of
English
1111 Kenyon Road
Urbana, Illinois 61801
Contact : Faye Rhodes
(217) 328-3870

28. National Education Association
1201 16th St. N.W.
Washington, D.C. 20036
(202) 833-5422

29. National Education Association
Publications Order Department
The Academic Building
Saw Mill Road
West Haven, CT 06516
(203) 934-2669

30. NWREL
710 S.W. 2nd Street
Portland, Oregon 97208

31. Ohio State Department of Educ.
Division of Educational Redesign
and Renewal
Ohio Dept. Building, Room 1004
Contact : Nancy Eberhart, Director

32. Ohio State University
The Center for Vocational Education
National Center Publication Office
1960 Kenny Road
Columbus, Ohio 43201
Contact : Robert Norton
(614) 486-3655

33. Paul S. Amidon and Associates
1966 Benson Ave.
St. Paul, Minnesota 55116
Contact : Isabel Giddings
(612) 690-2401

34. Performance Learning Systems
175 Westwood Ave.
Westwood, New Jersey 07675
Contact :Joe Hasenstab
(201) 664-9100

35. Research and Development Center
for Teachers Education
University of Texas at Austin
Educational Annex 3.203
Austin, Texas 78712
(512) 471-3844

36. Science Research Associates
155 N. Wacer Dr.
Chicago, Illinois 60606
(800) 621-0664

37. Silver Burdette Company
250 James Street
Morristown, N.J. 07960
(800) 631-8081

38. Southwest Regional Laboratory
for Educational Research and
Development
4665 Lampson Ave.
Los Alamitos, California 90720
Contact : Victor Rodriquez

39. Special Learning Corporation
42 Boston Post Road
Guildford, Connecticut 06437
(203) 453-6212

40. State University College at
Buffalo
1300 Elmwood Ave.
Buffalo, N.Y. 14222
Contact : Richard Pierce
(716) 878-5012

41. Teacher Corps Associates
225 N. Mills Street
Madison, Wisconsin 53706
(608) 263-4670
Contact : Carl D. Grant

42. Teaching Resources Corporation
100 Boylston St.
Boston, MA 02116
(617) 357-8446

43. Tecnica Educational Corporation
1864 South State Street, Suite 100
Salt Lake City, Utah 84115

44. Title 4-C Environmental Education
Project
Orange County High School
Orange, Virginia 22960
(703) 672-2838
Contact : Jan Wax

45. University Center for International
Studies
University of Pittsburgh
139 University Place
A-6 Mervis Hall
Pittsburgh, PA 15260

46. University of Nebraska
Instructional Design Center
Department of Education and
Administration
122 Henzlik Hall
Lincoln, Nebraska 68508
Contact : Brandon Whistler

47. University of Texas at El Paso
Learning Resource Center
College of Education
El Paso, Texas 79968
Contact : Phyllis K. Benson

48. University of Wisconsin at Stevens
Point
Wisconsin Indian Teacher Corps
Stevens Point, Wisconsin 54481
Contact : Terrence J. Snowden
(715) 346-0123

49. VIMCET Associates
P.O. Box 24717
Los Angeles, California 90024
Contact : James Popham
(213) 988-1548

50. Wisconsin Research and Development
Center for Individualized School
1025 W. Johnson Street
Madison, Wisconsin 53706
(608) 263-4214

51. XICOM, Inc.
RFD #1
Sterling Forest
Tuxedo, New York 10987
Contact : Joseph Greenfeld
(914) 351-4735

RECOMMENDATIONS TO PUBLISHERS ON R&D PRODUCT DEVELOPMENT

by

Ella L. Holly
Information Specialist
NEA Inservice Education Project

One of the objectives undertaken by the NEA Inservice Project was to have teachers who used R&D product(s) assess the products' effectiveness. This report is an outgrowth from the synthesis and analysis of feedback received from teachers who used the R&D products from the project's information bank. The report focuses on recommendations to the National Institute of Education from Project staff, for the progressive development of R&D products.

The information in this report is based on data collected from three sources:

User appraisal forms which were designed by project staff, and were included with product descriptions to teachers who requested information. Over 1,000 public school teachers from 28 communities and in ten states returned appraisal forms on 101 products.

Process documentation logs. Documentarians in each of the 56 project sites maintained a documentation log. The log included information on a site's problem area, client group, products selected, comments on products and the nature of the inservice program.

Direct feedback from teacher clients. At each of the project's state training conferences, project staff received information on the quality of R&D products from project site participants.

From the above sources product content and technical quality were identified as the two factors contributing to the comprehensive effectiveness of R&D products. In order to provide a foundation for the recommendations for the development of R&D products, it is important to discuss these two factors.

The Content Quality of R&D Products

Originally, the project staff assumed that R&D products could "stand alone" or without the assistance of a consultant providing technical support for product implementation in a comprehensive inservice program. Evidence from the project's sites case studies prove that this assumption was, in the majority of cases, incorrect. Although many of the products contained a leaders' guide and participants' handbook, these product components by themselves were often insufficient to adequately support a total inservice program.

Product content adaption or extension by a teacher or consultant was necessary if an R&D product was to be effective in meeting teacher client needs. Teacher clients made the following statements regarding product content adaption:

> Our needs were more specific than the products.
>
> In general, the products failed to satisfy the needs of the teachers, partly because of their content.
>
> No products seem to adequately meet the needs of all segments of the client group. The gaps have been filled to some extent with consultants from local and university settings.

Many of the teacher clients felt that the products were more appropriate for a preservice or inexperienced teacher audience. The experienced teachers found the content of R&D products insufficient for meeting their professional needs. Several of the experienced teachers indicated:

> Products were okay to train someone with little knowledge of the subject.
>
> Many products were duplications of knowledge we already have.

Lastly, the teacher clients indicated that the methodologies presented in many of the R&D products were unrealistic to implement in their classrooms. Furthermore, teacher clients received little assistance from administrators or consultants to integrate new learning with their ongoing classroom program. As one teacher stated, "the information in the product was too technical for classroom application without some type of outside assistance."

The Technical Quality of R&D Products

R&D products consist of print or audio-visual materials or both. It many be a multimedia kit including combinations of films, videotape programs, filmstrips, records, audio cassettes, handbook materials, instructor's manuals and texts for participants. Therefore, the standards of technical quality varied according to the products' media.

The technical quality of the films and videotapes was generally satisfactory, but the format was often considered unimaginative and boring. Several of the audiovisual products presented lectures by well known educators, but had no evidence of classroom documentation. Another problem with the audiovisual products was that many lacked detailed written components which could provide a comprehensive inservice program.

The audio tape products were often the least effective in presenting information in an effective format. A majority of the audio tape kits presented a series of lectures on audio tapes. Each tape was 60 mintues long with no pauses for participant discussion. Several of the kits did provide discussion guides for follow up activities and techniques for classroom application.

While the printed products, such as books and modules, introduced good information for the individual teachers, these products were often unsuitable for a continuous group inservice program.

The modules presented a special kind of technical problem. All of the modules required outside components from distributors other than those who produced the module. These outside components included films, texts and audio tapes. Without the correct components, the module could not be properly implemented as an inservice program. Unfortunately, producers many times neglected to keep an updated list of components or component substitutes and sources to accompany the module when the original ones were no longer available. Therefore, teacher clients had difficulty in trying to obtain the correct components. For example, one site in Niles, Michigan had to make three calls to the west coast before locating module components.

Recommendations for R&D Product Development

Information contained in the project's sites case studies reveals that R&D multimedia products were the most effective for building a comprehensive inservice program. The R&D multimedia product includes a leaders' guide for product implementation, a variety of media components including films, videotapes, overhead transparencies, participant materials and an instrument for evaluation. This type of product was easier to adapt to meet teachers' needs.

Significant recommendations for the development of R& D products were evident as a result of analyzing project data.

In general the recommendations were:

1. R&D products must be specific in presenting subject matter. If subjects introduced in products are not adequately discussed, teachers have more difficulty in fully comprehending the methodology or skill being taught.

2. The content presented in R&D products should be realistic with classroom documentation, so teachers have clear illustrations on how to integrate their new knowledge with the ongoing classroom program.

3. Further study is needed for the development of R&D products on the secondary level. Too many products focus on the professional needs of elementary school teachers. The lack of adequate R&D products on the secondary level is especially evident in the areas of science, social studies, math, and special education.

4. R&D products focus on the needs of preservice teachers instead of the mature teacher. In general, content presented in films, videotape programs and filmstrips should reflect that teachers are professionals, and have a wealth of experience. Therefore, it is not necessary to start from scratch where there is a limited experience base.

5. Technically, R&D products should reflect imagination and creativity in presenting subject matter. Teachers need to be actively involved in their learning. There needs to be physical movement and interaction with other participants built into a product's format.

6. R&D products should contain all the necessary components to build a comprehensive inservice program. This includes options for product adaption by participants.

7. R&D products should allow for participants' growth. Discussion, reflecting and testing of a new learned methodology is important if the product's learning activity is to be successfully integrated into the classroom.

Needless to say, more research is required to assess how effective R&D products are in inservice programs. The project sites did provide one thing on the utilization of R&D products; the products gave teacher clients greater flexibility in designing inservice programs around their professional needs. R&D products can successfully be used by teachers in inservice programs, but developers of R&D products must identify closely with teacher needs.

APPENDIX H

Implications of the NEA/RDU Project for Teacher Centers

by

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It is evident that even in their developmental stages, teacher centers have advanced the responsibility of teachers in planning and implementing their inservice education programs. This newly assumed responsibility can follow the traditional patterns of inservice education or new depth and perspective can enhance the teacher's role. The NEA Inservice Education Project had made available to teacher centers information on over 600 products which, when implemented, create a comprehensive inservice education program.

With the assistance of the project, teacher center personnel have become aware of a surge of recently-developed inservice products and programs which have a research and development base. It is significant that this information will be of little worth without a systematic process for designing a total inservice program.

Project staff have identified this process as the reasearch development utilization process. It is unrealistic to expect that a majority of the R&D products will meet the inservice needs of teachers without the adoption of the RDU process for product installment. If followed, the RDU process will facilitate the development of a comprehensive inservice program using R&D products.

The seven steps of the RDU process are:

Needs Assessment
Product Identification
Product Review
Product Adaptation
Program Design
Program Implementation
Assessment of Program Goals

The technique for applying the RDU process for the installation of R&D products is described in the manual, Using New Resources in Planning a Teacher Centered Inservice Education Program, which is Part I of the project's final report to the National Institute of Education.